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ABSTRACT

This document consists of five consecutive volumes (19 issues) of the newsletter of the New York State Federation of Chapters of Council for Exceptional Children, covering the 5-year period 1987-1991. Selected major articles from the last three years are are follows (only first author noted); (1) "Whole Language and Special Education" (Kathy Pike); (2) "Collaborating Teachers Support Network" (Karen Giek); (3) "Movin' on: Guidelines for Parents of Preschoolers" (Alice Kozen); (4) "Business Educators Reassess Mainstreaming" (Ramon Rocha); (5) "Factors Effecting the Outcome of Severely Emotionally Disturbed Children Served within a Center-Based Special Education Facility" (Joanmarie Sackles); (6) "The Use of Accommodation Strategies Approved with Mainstreamed Secondary Students" (Mark Poluszny); (7) "Components of Effective Educational Services for Secondary-Aged Students with Moderate or Severe Handicaps" (Diane Ryndak); (8) "Peer Regional Network Exemplary Models in Transition and Supported Employment" (Robert Rosati); (9) "Suggestions for Teaching Limited English Proficient Students" (Maureen Ferguson); (10) "Frankly Speaking: Taking a Position on Sex Education" (Marita Bromberg); (11) "Enhancing Opportunities for Parent Participation in Interagency Planning for Transition: A Case Study" (David Johnson); (12) "Principles for Preparing Youths with Disabilities for the Transition from School to Work" (Diane Berkell); (13) "Head Injured Students in the Public Schools: A Model Program" (Marc Jacobs); (14) "Math Learning Disabilities" (Kate Garnett). (EF)

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# The Forum
Volumes 13-17
1987-1991

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# the FORUM

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*The Forum* comes with membership in CEC and a New York State Federation of Chapters' chapter. Copies of *The Forum* are available for purchase.

CEC membership applications can be secured from *Regional Representatives.*

Articles, issues editors, and inquiries are welcome by the editor. For a list of future issue topics, write or call the editor. Starting with this issue, *The Forum,* will again be published four times a year.

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# President's Message

Before beginning my formal Message to you for this year, I would like to take this opportunity to recognize the passing of Dr. Herbert J. Prehm on November 3, 1986, age forty-nine following a lengthy battle with cancer. Dr. Prehm was CEC Assistant Executive Director for Professional Development responsible for our conferences, symposia, and the innovative academics that are training special educators in effective instruction. The New York State federation has made a contribution to the Foundation for Exceptional Children in memory of Dr. Prehm.

Happy New Year to all! NYSCEC is looking forward to another exciting and fruitful year in providing service to professionals who work with exceptional individuals.

I am pleased to report to you that our fall conference held at the Concord Hotel on November 7-9 was again successful with nearly 500 people in attendance. Our theme, "Collaboration for Change: Mutual Strategies to Cope," allowed for about 80 workshops to be presented over the three days. We also had the opportunity to see a wide range of instructional materials from the many vendors in our Exhibits Area.

During our annual Business Meeting, the Representative Assembly on Saturday evening November 8, it gave me great pleasure to present four checks of $300 each to four of our members who received Mini-Grants for this year (see Past-President Bertha Perez's article in this issue). These projects are being developed this year and will be reported to you at next year's convention and in future issues of THE FORUM. This year's Executive Board has voted unanimously to continue the Mini-Grant program for 1987-88 (see Mini-Grant Proposal Form in this issue). Please consider contacting your Regional Representative for assistance in submitting a proposal.

1986 was a very exciting year for legislation in support of exceptional children and youth. The efforts of national CEC and those of us at local levels were clearly evident. On August 5, 1986, after a long period of negotiation, PL99-372, the Handicapped Children's Protection Act, was signed into law. This law authorizes reimbursement of attorney's fees and expenses to parents who prevail in any administrative or court proceeding or court action. On October 8, 1986, President Reagan signed PL99-457, the Education of the Handicapped (EHA) Amendments of 1986. This landmark legislation provides a new authority to move toward full service for handicapped children ages 3 through 5, establishes a new early intervention program for infants and toddlers ages birth through two, and expands and improves the discretionary programs within EHA. Finally, the fiscal 1987 budget was restored to the FY1986 pre-Gramm-Rudman-Hollings level. However, G-R-H is still on the books. How the next Congress will meet the FY1988 deficit target of $108 billion (which may require over $50 billion in cuts and savings) and avoid a FY1988 sequester will be a major issue for this year.

On a lighter note, in my first message to you I related the membership challenge that was made at the June Leadership Seminar held at national headquarters involving Illinois (host of this year's national convention), California and New York federations. If you recall, $50 worth of "statenotables" would go to the federation with the largest percentage increase in membership. Well, it seems that we really started something. This challenge has now been joined by Arizona, Colorado, Connecticut, Delaware, Florida, Indiana, Kansas, Kentucky, Massachusetts, Michigan, Nevada, New Hampshire, Nebraska, North Carolina, North Dakota, Ohio, Oregon, South Carolina, Utah, Virginia, and Wisconsin. Therefore, Herb Foster, editor of The Forum, has included a membership application in this issue. Remember the saying about "better to give than receive"—FORGET IT! If each of you gives the application to one friend or colleague you'll be able to join me at our Reception at the national convention in Chicago, April 20-24, when we "receive" the state-notables from our challengers.

Finally, we are beginning to plan ahead, in general. Please note the dates for this year's state convention, November 13-15, 1987. This will be the last convention that will be held at the Concord Hotel for the next few years. It is the plan of the Executive Board to move the convention around the state. Also, note that this issue contains a call for papers for the convention. Your contribution and participation is what makes the conference exciting. Lastly, please consider the call for nominations. Your involvement in NYSCEC is actively encouraged by our Executive Board. Contact members of the Executive Board or your Regional Representative if you have any questions about running for office. DO IT!

I look forward to hearing from you with comments and recommendations for 1987. Have a healthy and successful year in NYSCEC.

The following papers were presented at the 1986, CEC Consortium Convention at the Concord and were chosen for publication in this issue of *The Forum*.

# The School World Of Students With Mild To Moderate Handicapping Conditions

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Students play particular roles in the school setting. Many times, perceptions of the roles and the ways they are played relate directly to successful school experiences (Kedar-Vowadas, 1983; Lipson & Alden, 1983; Semmel & Cheney, 1979). Roles that are not played according to a standard script or behavior which does not conform to a standard pattern, impact upon the school environment and role players' expectations.

Given this information, it would seem that study of students and their perceptions of the school environment should be priority research. Futhermore, knowing that a change in environment had to result from implementation of PL94-142, it would have made good sense to establish a broad empirical research base on students with handicapping conditions in order to facilitate effective and complete mainstreaming experiences. Unfortunately such a research base was not created.

**Statement of Purpose**

The purpose of this study is to ascertain whether elementary school level students with mild to moderate handicapping conditions see the school differently from their schoolmates who are not in special education.

**Research Questions**

The research is a directed inquiry. It seeks answers to the following questions:

1. How do students with mild to moderate handicapping conditions see the school?
2. Do students with mild to moderate handicapping conditions who are physically and academically mainstreamed see the school any differently from their schoolmates who have not been identified as in need of special education?

**Design of Study**

The students involved in this quasi-experimental study were provided with instamatic cameras loaded with 12-exposure color film and were asked to photograph that which they considered illustrative of their schools. Researchers who have used cameras in a similar manner have suggested that such a technique provides information on how photographers see their own worlds (Bogdan & Biklen, 1982). The use of photography has been increasing steadily in sociology and is beginning to be utilized by educational researchers.

The information provided by this study of student photographers' photographs is selective by virtue of the research design and sample. The students themselves, however, selected the visual stimuli they deemed important given the assigned photographic task. It is conceivable, then, that photographs taken by the students with and without handicapping conditions will provide us with valuable new information about the school world of all students.

**Sample**

Three groups of students who were in the third, fourth, or fifth grade, or who were age appropriate for placement in these grades, made up the sample. The total sample consisted of 168 youngsters from five school districts.

The Control group consisted of 70 third, fourth, and fifth graders who had not been identified as possessing handicapping conditions. None of these youngsters had ever been referred for, or involved in, special educational services including remedial education.

The second group, the Resource group, was comprised of 25 third, fourth, and fifth graders who had been identified as possessing handicapping conditions to the extent that supplementary special education was required. The supplementary special education supported the pupils' mainstream instruction and was provided in resource rooms. Each youngsters received a minimum of three hours weekly in the resource room. No student spent more than 50% of her/his day in the resource room program.

Pupils with handicapping conditions who required primary special education in one or more areas and who were placed in self-contained special education classes made up the third group, the Special Class group. Seventy-three students were in the Special Class group. Each Special Class pupil was academically mainstreamed for at least one period daily.

The pupils with handicapping conditions had to meet three criteria in order to be eligible for membership in the sample. They had to be age appropriate for placement in either the third, fourth, or fifth grade, be of at least average intelligence as determined by a standardized measure of intelligence, and possess "invisible" handicapping conditions. Students identified as "mentally retarded" and/or who possessed physical handicaps did not meet the criteria. They were not included in the sample.

The sample was chosen by the participating school districts' administrative staff after the researcher explained the research design and the sample's parameters to them. The sample was not randomly selected. It is a matter of interest, however, that the Resource and Special Class students participating in the study usually represented the entire eligible population of a target school.

A deliberate sampling for heterogeneity in research site selection was conducted in order to replace some of the external validity lost as a result of the nonrandom sample selection. In a deliberate sampling for heterogeneity, included should be at least one instance of sampling should be representative of the typical, and at least one instance representing each of the extremes.

The five participating school districts are heterogeneous. Two districts are fairly representative of the "typical" in terms of percentage of students identified as in need of special education, racial composition, and economic standing. The remaining three districts are representative of extremes in the size of the student population, percentage of youngsters identified as in need of special education, racial composition of the pupil population, and/or the percentage of students with handicapping conditions who have been placed in out-of-district special education settings.

**Pilot**

A kindergarten through grade twelve central school district was used to pilot the study. Thirty third, fourth, and fifth grade students, or pupils who were age appropriate for placement in these grades, made up the pilot sample. The thirty pupils were divided into three groups: ten Resource students, ten Special Class students, and ten Control students.

Each student was provided with an instamatic camera loaded with color film. They were given the directions specified in the following section (Data Collection). The pupils were interviewed about the subjects of their photographs once the pictures were developed. The photographers' descriptions were subjected to a thematic categorization and the results used to develop a "School World" sorting form as well as a training program for judges who were involved in sorting the photographs/descriptions in the study proper.

**Data Collection**

The data were collected over a period of six weeks. Two days were spent in each research site. Day one was devoted to the photography sessions and day two was scheduled around student interviews. The interviews took place within 48 hours of the photography sessions.

The researcher met with small groups of students. The youngsters were given the following directions:

> Pretend you are writing to a penpal whom you have never met. In your letter, you decide that it would help to include a group of photographs of your school. That is what you will be doing today—taking the pictures you would send in your letter. Since I am not familiar with your school, when the pictures are developed I am going to come back to talk with you about what you have photographed. At that time, I will give you copies of your pictures to keep.

Each student received an instamatic camera for up to one hour of use. The youngsters were met with one-by-one and given individual instruction on how to use the camera. Some youngsters chose to leave the area as soon as they received their camera while others decided to wait for classmates. They were given access to all parts of the school.

The youngsters had eleven pictures to shoot. The cameras were loaded with 12-exposure color film and the first picture on each roll was an identification shot of the photographer taken by the researcher.

Within 48 hours of each session, the researcher returned to the site with the developed pictures and interviewed the students about the subjects of their photographs. Individually, the pupils reviewed their photos with the researcher and answered the question, "What is this a picture of?" Their answers were recorded verbatim under the photographs which had previously been mounted on index cards. At the interviews' conclusions, students were given copies of their pictures to keep.

**Data Analysis and Results**

A total of 1415 photographs were developed in the five district study. Control youngsters shot 625 of the developed pictures, 191 were snapped by the Resource Room pupils, and 599 were taken by Special Class students. The 1415 pictures represent 77% of the total number of frames that were shot by the photographers. Twenty-three percent (433) of the negatives were not developed due to poor quality.

The overall average number of pictures developed for each student was 8.4. Specifically, the mean for Control youngsters was 8.9, for Special Class students the average was 8.2, and for the Resource Room pupils an average of 7.6 pictures were developed. The means of the three groups were not significantly different from one another at the .05 level of significance ($X^2(20) = 20.60800$, p. ◄4205).

The basic distributional characteristics of each variable by photographer's placement in either the Control, Special Class, or Resource Room was determined by judges who sorted the pictures into four major categories: People, Places, Things, and Other. The categories were further divided into sub-categories. The variables are listed in Table One.

The completed picture sorting forms were coded and entered for distributional and cross-tabular analysis using the *Statistical Package for the Social Sciences,* second edition (Nie, Hull, & Jenkins, 1975). Chi-Square tests of statistical significance were conducted on each of the dependent variables, using placement as the independent variable. A .05 level of significance was selected as the determinant of statistical significance.

For the initial analysis, presented in Table Two, dependent variables were collapsed into the four major major categories. All of the variables suggesting a people focus, such as teacher or classmate, were collapsed into "People". Variables having to do with a place such as a classroom or a cafeteria were merged into "Places". The major category of "Things" covered, for example, decorations and school equipment. Variables that did not seem appropriate for inclusion in either "People", "Places", or "Things" fell into the category of "Other". The preliminary analysis of the four major categories found no statistical differences at the .05 level of significance.

Subsequent analysis of the individual dependent variables found significant (p. ◄ .05) differences in nine of seventy-four examinations. Two additional instances of statistically significant differences, for a total of eleven, were recorded when the test was conducted on variables in which several (at least four) variables had been collapsed.

TABLE 1

**Listing of Variables**

**MAJOR CATEGORIES**

People
Places
Things
Things Other

**SUB-CATEGORIES**

Adults, Instructional
Adults, Non-Instructional
Children
Class

Instructional
Non-Instructional

**INDIVIDUAL VARIABLES**

Principal
Service Staff
Office Staff
School Nurse
Own Teacher
Friend's Teacher
Relative's Teacher
Special Area Teacher
Special Ed. Teacher
Child: Relative

Child: Schoolmate
Child: Classmate
Child: Friend (In Class)
Child: Friend (In School)
Class: Own MS
Class: Own, Special Education
Class: Teacher's
Class: Friend's
Class: Relative's
Class: Special Area Class

CLASSROOM
Own
Special Area
Special Education
Mainstream
Teacher's
Friend's
Relative's
Gymnasium
Library

NON-INSTRUCTIONAL
Cafeteria
Nurse's Office
Principal's Office
Pupil's Bathroom
Playground
School Office
School Service Office
School Exterior
School Interior

Decoration
Equipment
Student Work
Class Pet
School Pet

TABLE 2

**Distribution of Pictures by Major Category**

| | Group | | | | | | |
|---|---|---|---|---|---|---|---|
| Subject | Control<br>$\bar{x}$ | Special<br>$\bar{x}$ | Resource<br>$\bar{x}$ | X2 | df | p | $eta^2$ |
| People | 6.0 | 5.4 | 5.1 | 21.72487 | 18 | .2444 | .0171 |
| Places | 1.6 | 1.5 | 1.5 | 11.66855 | 14 | .6329 | .0002 |
| Things | 1.0 | .8 | 0 | 10.38736 | 8 | .2389 | .0389 |
| Other | .8 | .5 | 0 | 5.12099 | 4 | .2751 | .0151 |

**Note:** p ‡ .05

The reader should recognize that a relationship may be statistically significant without being substantially important. A general rule of thumb followed by social scientists is that at least 10% of the variance should be accounted for, or explained, for the "significant difference" to be considered meaningful or practical. $Eta^2$ provides a measure of the power of the difference: How much of the proportion of variance in the dependent variable is explained by the independent variable?

None of the "significant differences" found in the study had an $eta^2$ greater than .0886. Not one of the "significant differences" had the minimum of 10% of its variance accounted for or explained. The "Significant" differences", therefore, are not considered to be practical or meaningful.

The finding of the work that no significant differences were found as a result of the Chi-Square tests conducted on the four major variables representing the major categories should be recognized. Equally worthy of recognition is the finding that no statistically significant difference resulting from the individual variable analysis was determined to have practical or meaningful significance. The three groups of students were *more alike than different* in the ways in which they identified their photographs.

**Findings and Conclusions**

*Research Question One:* How do students with mild to moderate handicapping conditions see the schools?

The findings of this study evidence that elementary school level students with mild to moderate handicapping conditions see their school in much the same way as do all other similarly aged youngsters. The school appeared to them as a world made up of people. The people who were given the most photographic attention and, thus, seemingly the most important, were adults. Predominant among the adult subjects were teachers.

Special Class youngsters, not surprisingly, paid a fair amount of attention to special education teachers. They, however, paid little attention to the teachers identified as "Own Mainstream Teacher". The word "mainstream" is in the vocabulary of Special Class youngsters yet it was not used to describe many of their subjects. Special Class students, perhaps, do not give much recognition to the academic component of their educational program when that component consists of academic mainstreaming into a grade level class for reading, writing, arithmetic, science or social studies. Special Class students did pay attention to the academic mainstreaming component of their program when it consisted of placement in a special area (art, music, gym, library or computer) class.

An interesting trend was noted during the analysis of the specific subjects of the photographers' descriptions. Special Class pupils had a special education focus to some of their pictures. The focus of the Control pupils' photographs was the "regular" school. The students' perspectives of their school world were shaped by their primary placement.

Resource Room youngsters, however, had a split-focus which is illustrative of their situation: Resource Room children are, as the expression goes, neither fish nor fowl. They do not possess handicapping conditions to the extent that placement in a self-contained special education class is warranted, yet some daily special education is needed in order for them to be successful in the mainstream program. An unexpected finding of this work, and one which requires additional research, is the apparent perspective of the school held by Resource Room students. The special educational resource room services, though not primary, seemingly have influenced Resource Room students' perceptions of their schools. Research is need to prove this trend as well as to determine the extent of influence that the special education services provided in resource rooms has in shaping students' views of the school.

*Research Question Two:* Do students with mild to moderate handicapping conditions who are physically and academically mainstreamed see the school world differently from their schoolmates who have not been identified as possessing handicapping conditions?

In general, all of the students participating in the study photographed similar subjects. They saw the school in much the same way.

Two important trends warranting further study were noted. The first was though the students saw the school in a similar way, their primary placements directed the photographs' foci. The youngsters' placements shaped their perspective.

The second trend, though not of statistical significance and noted with far less frequency than the placement-perspective situation, was that students with mild to moderate handicapping conditions tended to photograph places where adults directed activities and/or imposed a certain external structure upon the activities taking place. Special Class youngsters did not pay much photographic attention to either the playground or the school exterior. Resource Room pupils did not identify any of their pictures as being of the playground. The playground and school exterior, however, were popular subjects for the Control group.

**Implications for Research**

A major finding of this study was that elementary school level pupils, regardless of placement or possession of a mild to moderate "invisible" handicapping condition, saw the school world in a similar way.

The pupils all seemed to feel a part of the school. The pictures' descriptions did not suggest a sense of exclusion or a feeling that the photographer considered herself/himself an outsider. This is a particularly exciting findings as it indicates that elementary school level students with handicapping conditions have been physically integrated, not just physically placed, into the school.

Currently enrolled elementary school level students began their education subsequent to the enactment of PL94-142. Special education and physical mainstreaming have always been a part of their school world. This research suggests that elementary school level students with "invisible" handicapping conditions have been truly physically integrated into the school. A reason for this occurrence may be that physical mainstreaming has always been a part of the students' school experiences.

Currently enrolled secondary school level pupils, on the other hand, may have started school prior to either the enactment of PL94-142 or the implementation of its regulations. Their school world did not always include special education and physical mainstreaming. It would be interesting to conduct an inquiry into the school world of secondary school level students, both pupils with handicapping conditions and without, to determine whether physical integration of students with handicapping conditions has occurred on the junior and senior high school level.

The finding that elementary school level students with mild to moderate handicapping conditions see the school in much the same way as do pupils who have not been involved in special education provides support for those individuals who argue against stereotyping youngsters who require special educational services as socially "different". Elementary school students apparently consider similar components of the school important. Adults, for example, are given a great deal of attention by all the elementary school students who were involved in this study.

Elementary school level students do not appear to consider their peers as the most important component of the schools. Silverman and Zigmond (1983) noted that, unlike elementary school students for whom school and home define the boundaries of their lives, adolescents have begun to expand their boundaries. Peer relationships take on particular significance (p. 481). A suggestion for future research would be to investigate, using the research design described in this work, the importance peer groups have for secondary school level adolescent students. This study could be coupled with an inquiry asking whether physical integration has occurred in secondary schools.

The suggestion of this research that two parallel subcultures, a special education and a mainstream sub-culture, exist within the overall culture of the school warrants further investigation. The investigation should take place at all levels of the school, primary through high school.

The parallel sub-culture finding leads to the question, are there any *other* sub-cultures present in the overall school culture and, if so, how do they impact upon peer interaction and student - teacher interaction. It would be worthwhile to discover if membership in a particular sub-culture is related to academic achievement as well as what elements of that subculture influences academic success. An understanding of the school, student motivation and achievement, effective instructional techniques, and the influences of schooling on students, will not occur unless there is an accurate sense of the makeup, perceptual as well as physical, of the general student population.

Damico (1982) contends that there is a Black subculture and a White sub-culture present in the school's boundaries. The Damico contention was supported by the results of a research design which employed student photographers. The research design implemented in this current piece of work on elementary schoolaged students is an adaptation of Damico's design. Findings of this research indicate the presence of a mainstream sub-culture and a special education sub-culture. It is reasonable, then, to suggest that further application of the research design may result in, for example, the identifications of gender, vocational or academic orientation, and grade level placements reflective of still other sub-cultures.

## Implications for Practice

According to the findings of this research, elementary school level students see the school as a world of people. The people they paid most photographic attention to were adults. Adults who are teachers were the most popular of subjects. This finding supports Arnold's (1984) conclusion which states that adults have a great deal of influence over students and, as such, can influence student motivation and affect behavior.

Also supporting Arnold's conclusions as well as giving credence to this work's findings is the recent research conducted by Samuels and Miller (1985) who studied the attention to task differences between pupils with learning disabilities and students who have not been identified as in need of special education. Samuels and Miller, after conducting their investigation in both classroom and laboratory settings, concluded that there were *no* attention to task differences between the two groups of pupils. The only significant difference found was that attention to task was increased when pupils were in small groups of nine or less students rather than in a large class, and when the youngsters were involved in teacher-directed activities rather than independent activities. The students, as a whole, were more alike than they were different.

Analysis of the "Places" pictures suggests that students with mild to moderate handicapping conditions are not as independent as students who have not received special education services. This suggestion raises a concern regarding the development of independence and the ability to handle non-structured activities and choice. Attention needs to be paid to these areas: the importance of independence and making choices should not be underestimated.

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# A Unique School For Troubled Adolescents: The George Junior Republic

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One of the problems facing special educators today is the proper education of students whose emotional problems and destructive and self-destructive behavior make it impossible for them to profit not only from the regular education program, but even from most special education services, no matter how well conducted. Schools are looking for ways to help students to take control of their lives, to assume responsibility for their behavior and to meet their own needs through socially acceptable, rather than unacceptable behavior. This article describes some aspects of a program that has been treating these problems for almost a century.

William R. George founded the George Junior Republic in 1895 as a self-sufficient community which incorporated schooling, employment, and a student government patterned after that of the United States. "Our glorious republic in miniature," he said, "a junior republic." A program emphasis on learning by doing and on the need to take responsibility for one's own behavior anticipated in some concrete ways the progressive education movement of the 1930's and 1940's, and today's reality-based approaches to the education and treatment of students who exhibit serious emotional and behavior problems.

The George Junior Republic, located on an 1100-acre campus between Syracuse and Binghamton, today serves a residential population of some 90 boys and girls between the ages of 13 and 19. Students are referred to the Republic by school districts' Committees on Special Education, the New York State Division for Youth, county Departments of Social Services and Probation Departments. Criteria considered in the admission process include: age between 13 and 17 at the time of admission; intelligence in the low-average range or above; absence of severe mental illness; the potential, at least, for control of destructive behavior; absence of sabotaging factors such as deep involvement in drugs or other criminal activity; attainable student goals from the referring school or agency; commitment by the school or agency not to withdraw the student prematurely.

Students are typically referred to the Republic because of problematic behavior which often takes the form of truancy, academic underachievement, defiance of authority, experimentation with alcohol and drugs, premature sexual activity and involvement with negative peers. Some youngsters, rather than acting out their distress have withdrawn from their usual activities and social connections. Others have a background of psychiatric hospitalization or in-patient treatment for chemical abuse. Some referrals are adolescents with few or no family resources.

Residents of the George Junior Republic are called "citizens," and live in small, home-like cottages under the supervision of houseparent/child care workers, a social worker and a unit administrator. A treatment team representing all aspects of the program meets regularly with each citizen to develop appropriate goals and monitor progress. A well-rounded recreational program is also available.

The George Junior Republic Union Free School District is a public junior-senior high school situated on the campus of the George Junior Republic, which is operated by a private, non-profit agency. The school, one of 17 "special act" school districts in New York State, exclusively serves the young people who are in the care of the Republic. The recently re-registered high school offers a complete curriculum that meets all the requirements of the Regents Action Plan while providing all mandated special education services for those citizens, about one-half of the population, who are classified as having a handicapping condition. Both Regents and Local diplomas are offered. The school operates year round. Class size may be as small as two or as large as ten, depending on subject matter, content level and student needs.

All citizens of the Republic are enrolled in school. The school day consists of eight periods. For most students this means four periods of academic study followed by physical education and three periods of work experience on the grounds of the Republic. The work experience program consists of approximatley 15 work areas in which citizens learn transferable work habits and skills in such fields as carpentry, horticulture, building maintenance, food service and equine care. Citizens who can benefit from a more intense academic course load may apply for an all-day academic program which provides the highly-motivated student with an opportunity to complete his or her academic program on an accelerated basis. Many citizens who enter the Republic seriously behind in school credit are, in this way, able to complete their high school requirements at an appropriate age.

During the school's re-registration evaluation process this year, it was commended by the State Education Department for its unique "tenths" system. Here each Carnegie unit of credit (and the curriculum that supports the credit) is divided into ten self-contained parts. A student can receive one-tenth of a Carnegie unit for the completion of each of these sub-units. The tenths system has a number of advantages.

Students see these small instructional units as much more manageable than the usual semester-long or year-long unit of instruction. The system provides more immediate reward to the student with the granting of credit after completion of approximately a month's work. Students who have experienced little success in school in the past are able to see themselves achieving measurable success in a short period of time. Conversely, the student who fails to meet the requirements has failed only a tenth, not a semester's or a year's work. The system facilitates individualized instruction and allows students to progress at their own pace. An important consideration, since students are admitted to the Republic throughout the year, is that a student can enter an existing class without feeling that he or she has missed a major portion of the curriculum because at most, only some portion of the approximately 18 days devoted to each tenth will have been missed. Work on tenths covered earlier by the class can be completed later by the new student. The tenths system of credit is undoubtedly appropriate for many day and residential programs designed for emotionally handicapped or alienated secondary school students.

In both the school and the work experience program, citizens are paid for their efforts in Republic currency, which is equivalent to about one-half the value of U.S. money. All funds are kept in the Republic's citizen-operated bank. *Each citizen is charged for room, board and other necessities. Out of the money that he or she has earned,* any balance is available to the citizen for the purchase of personal items or to be accumulated as savings. In addition to this monetary compensation, there is also a behavior management program under which citizens earn points for promptness, initiative, effort, etc. When enough points are accumulated they may be used to purchase special treats such as pre-recorded cassette tapes and off-campus lunches. The school also reports daily to the agency on each citizen's behavior in school. These reports are incorporated into an overall daily report which is part of a campus-wide "levels" system which is tied to privileges on campus. As an additional incentive, teachers select recipients for the Student of the Month award which can be won by any number of students each month.

Recently, the school district was given approval by the State Education Department to operate a High School Equivalency Preparation Program. This ten-week course is available to older students who are at a point within six months of discharge and are far behind in earning high school credits. It gives these citizens an opportunity to earn a High School Equivalency Diploma prior to leaving the Republic.

The relevance of the principles that the pioneering William R. George developed almost a century ago can be observed at the George Junior Republic in a program that is at once old-fashioned in its tenets and modern in its techniques.

# Project H.E.L.P. Horticulture Education and Landscape Practices

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### Project Help

Project H.E.L.P. (Horticulture Education and Landscape Practices) is a program designed to mainstream learning-disabled students from Martin Van Buren High School with multiply-handicapped students from the Queens Center for Multiple-Handicapped Children (P 811Q).

The Horticulture Skills Program at Martin Van Buren High School enables learning disabled students to fulfill their high school science requirement in a career education setting. Many of the students are classified emotionally handicapped as well as learning disabled and have experienced years of academic failure. The Horticulture Program provides an opportunity for them to practice functional academic skills in a less threatening environment.

The Queens Center for Multiple-Handicapped Children provides a multidisciplinary approach to the education of children with more than one disability. The disabilities may include neurological impairment, physical handicaps and sensory disabilities in the areas of language, hearing and vision.

The idea for Project HELP was suggested by the former principal of Martin Van Buren High School, Murray Ostrin, to Sybil K. Sheinberg, principal of the Queens Center. They discussed the advantages of having the learning disabled students share instruction by teaching the multiply-handicapped students horticulture skills. This would enable the learning disabled students to share their skills and accept responsibilities. The program would offer the multiply-handicapped students a chance to socialize with a peer group and expand classroom skills.

With the cooperation of Mr. Burt Zuckerman, current principal of Martin Van Buren High School, a meeting was arranged to facilitate the program.

John Smith, Work Study Coordinator—Martin Van Buren High School, and John Martello, Horticulture Teacher—Martin Van Buren High School, met with Sybil Sheinberg, Geri Weiss and Ann Dowling, participating classroom teachers—P 811

Queens Center for Multiple-Handicapped Children. A program outline, including goals and activities was designed.

### Program Description

The program began in February 1986 with John Martello bringing a group of twelve students, two mornings a week, to the Queens Center.

The first session was an orientation for both groups. This gave the high school students the chance to become accustomed to the various handicapping conditions of the multiply-handicapped students. The orientation was a learning experience for the high school students. As one later commented to Mr. Martello: "No one will ever call me handicapped again!" The Queens Center students immediately looked up to their high school peers and felt motivated to follow their direction.

Through the process of planting marigold seeds, caring for seedlings, and transplanting in subsequent sessions, the relationship between the two groups continued to blossom. By early Spring, we could proudly display approximately 300 marigold seedlings.

Our next project was to prepare our outdoor garden for the transplanting of the seedlings. Working outdoors provided a less structured environment where more responsibility and cooperation was expected from both groups. In evaluating the program, we felt that this was achieved. The teachers were able to provide minimal supervision while the high school students successfully directed the outdoor activities.

### Goals and Evaluation Method

Diane Hefley, President of the National Council for Therapy and Rehabilitation Through Horticulture, has listed the objectives and benefits that a program should stress. We have incorporated these goals and objectives into our shared instructional program.

The goals enabled us to incorporate existing IEP objectives into the gardening program, and gave us a structured method of evaluation.

Following are Ms. Hefley's goals, including a description of how they relate to our program.

**Goals**

1. Attainment of New Skills

One of the instructional services provided to the high school special education students is career awareness and exploration in the field of horticulture. The students are given hands-on practical experiences in such areas as: merchandising horticulture products, horticulture mechanics, pest control, plant maintenance, floral design, applying for a job, and job interviews.

2. Aroused Sense of Curiosity

Gardening gives our students a chance to interact with nature, and exposes them to a whole new environment. Curiosity facilitates language skills by motivating students to ask questions and to learn new vocabulary. Cognitive skills improve as students learn the sequential steps involved in gardening tasks.

3. Increased Power of Observation

Students gain awareness of the changes in their environment by observing the growth process of plants and participating in the preparation of a garden. Memory and concentration are utilized in class discussions that follow each gardening session. Students recall the sequence of events that took place and discuss what they observed.

4. Stimulation of Sensory Perception

Gardening presents unique and unusual opportunities for students to utilize their senses in interacting with the environment. We encounter unexpected learning situations, and can make the most of a student's own discoveries. Examining a worm or insect in its own natural setting will certainly leave more of an impression than looking at a picture in a book.

5. Group and Individual Interaction

By using plants as a facilitory medium, interaction between both student groups has been achieved. This form of cross-age peer tutoring is teaching and reinforcing responsibility, cooperation and respect for the rights of others. Working toward a common goal provides for increased group interaction in a socially-acceptable manner.

6. Improved Confidence and Self-Esteem

A program such as this provides positive experiences essential to a young person's growth and development. Through gardening, both groups are learning to relate to others in spite of their handicaps. They are experiencing a new level of participation in life that makes them sense their own importance and accomplishment.

7. Opportunities to Sublimate Aggressive Drives

Working in the garden can relieve tension, frustrations and aggression. Many of the students involved in Project HELP have histories of maladaptive behaviors, yet during gardening sessions this was rarely exhibited. The teachers were able to carry out behavior management techniques and reinforce positive behavior even in this informal setting.

8. Opportunities for the Satisfaction of Creative Endeavors Gardening offers students a vehicle for discovering their creativity. Activities such as flower arranging, holiday crafts and decoration of brown-bag-plant-sleeves (for annual plant sales) often reveal latent artistic talents of the students.

9. Development, Improvement and Refinement of Basic Motor Dexterity Gardening expands upon the fine and gross motor goals of the classroom. Activities such as a raking and transplanting seedlings give students the opportunity to practice essential motor skills in a new setting.

10. Increased Physical Strength and Endurance

Project HELP expands upon the Adaptive Physical Education Program at the Queens Center. Every one of our students has an A.P.E. goal on his/her I.E.P. which is reinforced through gardening activities.

**Evaluation**

One of our evaluation methods was the use of a video camera. Throughout the program, John Martello documented the various indoor and outdoor activities. This provided a learning tool for the students. They were able to observe their interaction with each other, and this gave them a chance to evaluate their own performance.

The edited version was set to music and shown to staff, students, parents and the community. This gave the students involved a sense of pride and accomplishment. It was also part of a presentation on the Horticulture Program at the 1986 CEC Consortium Convention titled "A Community Mainstreaming Project."

# Strategies For Improving Small Group Instruction With Mildly Retarded Students

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Numerous studies of teacher effectiveness carried out during the past decade have agreed to a remarkable extent in identifying specific behaviors commonly exhibited by "effective teachers," that is, teachers who, in carefully controlled studies, are able to promote the greatest gains in learning among their students as measured by standardized achievement tests. The purpose of this paper is threefold: a) to briefly review some of the major, and sometimes surprising, discoveries regarding what effective teachers actually do in the classroom, b) to present an Effective Teaching Behaviors Checklist designed for use by teachers when planning and implementing small group instruction with mildly retarded students and c) to present a partial list of subject matter areas for which the identified teaching behaviors appear to be particularly appropriate.

The vast majority of research on teacher effectiveness has been carried out in regular classroom settings (Englert, 1984). Nevertheless, of particular relevance to Special Education teachers has been research conducted with low SES (socio-economic status) students since, historically, this group has been significantly over-represented in special education classrooms for the mildly retarded. A major grouping of effective teaching behaviors with low socio-economic status primary level students was reported by Brophy and Evertson (1977) as the result of research carried out during the Texas Teacher Effectiveness Project.

Significant discrepancies were found by Brophy and Evertson (1977) between the behavioral repertories of effective teachers of low SES and high SES students. Since the mildly retarded population is found primarily among low SES families, our focus will be on behaviors consistently exhibited among effective teachers of low SES students. The researchers found that those teachers who consistently, year after year, brought about the greatest gains in learning among low SES students related to their students in a warm, patient and encouraging manner, and carefully avoided criticism of their students' work. During instruction, these students were provided with a high frequency of interaction with the teacher. To promote better learning, the teacher supplemented standard curriculum materials with special, individualized materials and employed audio-visual aids and multimedia approaches to instruction. When a student was confronted by an academic task he could not perform, the teacher responded to the student's expressed need as soon as she was physically able to do so, staying with the student until she was sure he knew what to do and could carry on by himself. When the teacher asked a question, she insisted on a response from the student every time. Brophy and Evertson (1977) suggested that this behavior communicates to the student that he is expected to respond and that his teacher has confidence in his ability to respond correctly. If the student was unable to give the appropriate response after some time, effective teachers gave a prompt or gave the answer themselves rather than calling upon another student. In most instances, since the content at this level is factual and most questions cannot be further broken down, effective teachers simply gave the student the correct answer.

Effective teachers of low SES students presented their content in small, redundant chunks and at a slower pace. In addition, they provided their students with many opportunities to practice the new content. Questions presented to students were responded to with at least 80% accuracy indicating that students has grasped a large percentage of the content taught. Effective teachers avoided giving students assignments that were too difficult. On the other hand, low SES students who were presented with difficult assignments by their teachers expressed frustration, failed to complete the assignments and exhibited poor learning.

Effective teachers had high expectations of their students and assumed personal responsibility for making sure their students learned the skills and concepts presented. Learning problems, when encountered, were viewed as obstacles to be overcome by discovering teaching methods that would succeed. Rather than viewing student failure to learn as an indicator of student inability, effective teachers adopted alternative methods and materials in an effort to promote student learning.

During small group instruction, effective teachers secured the whole group's attention prior to starting a lesson. They employed direct instruction with modeling or an explanation of the desired behavior before asking students to demonstrate the behavior. Once students were clear about the skill or concept, the teacher moved directly to student practice and spent most of the lesson giving students opportunities to demonstrate their new learning and receive immediate feedback. When asking questions, the teacher called on students in a pattern rather than randomly, a finding that surprised many including the researchers. Brophy and Evertson (1977) suggested that since this teacher behavior ensures an equal opportunity for all students to respond and, at least in theory, may reduce student anxiety, such benefits may outweigh the potential problem of reduced student attention. Throughout the lesson, effective teachers interacted with individual students and minimized peer-peer interaction and discussion. Relevant to the issue of class discussion, it should be noted that the curriculum content associated with this project was primary level basic skills and, therefore, most questions required a one word response that was either right or wrong. As indicated earlier, when a student was unable to answer a question, the teacher gave a prompt or simply gave the answer rather than prodding the student for the answer or calling on a peer. After every student response, the teacher indicated to the student whether his response was right or wrong. Data gathered during the Texas Teacher Effectiveness Project indicated that failure to provide feedback was negatively related to student achievement. Effective teachers used brisk pacing, moving efficiently from one activity to another, thereby avoiding periods of inactivity during instruction. Surprisingly, verbal praise was only minimally correlated to student learning gains. Brophy and Evertson (1979) noted that one possible reason verbal praise was not significantly related to student achievement may have been the manner in which the data was collected. Specifically, only frequency counts of verbal praise were recorded while no attempts were undertaken to apply qualitative measures such as sincerity, appropriateness or the extent of elaboration. Other researchers have reported consistent, though admittedly low, positive correlations between verbal praise and student achievement (Rosenshine, 1979; Englert, 1984). According to Brophy and Good (1986), the weight of research evidence indicates that verbal praise is more likely to be effective when used with low SES students than with high SES students. With regard to more tangible reinforcers, the use of symbolic rewards such as smiling faces or stars, and special privileges were positively related to student learning. This completes the summary of the major findings reported by Borphy and Evertson (1979). It should be noted that several of the specific findings for low SES students reported in the Texas Teacher Effectiveness Project have been further strengthened as the result of later research with low achieving and special education students (Carnine, 1981; Stevens and Rosenshine, 1981; Englert, 1983; and Englert, 1984).

It is one thing for a teacher to know what effective teachers do in the classroom and quite another for her to incorporate those behaviors into her teaching repertoire. To assist classroom teachers in the process of identifying the extent to which some of these research based teaching practices are being incorporated into their small group instruction, a one page checklist of effective planning and teaching behaviors has been prepared. To use the Effective Teaching Behaviors Checklist most effectively, it is recommended that an instructional lesson first be videotaped by a peer or other helping teacher. Then, the teacher and the helping teacher would simultaneously conduct a video observation during which they would review the taped lesson and complete the checklist. A brief discussion might follow with the focus being upon a) the presence or absence of each behavior and b) the quality and/or quantity of each behavior exhibited. For example, the teacher might attempt to model for her students a specific behavior she wants them to learn. While the quality of her modeling might be excellent, the quantity might be insufficient. After comparing notes on each of the behaviors, the teacher should identify and record one or two behaviors that she will give special attention to in her daily instruction prior to the next video observation.

As noted by Brophy and Good (1986), although the evidence supporting the findings on teacher effectiveness is strongest for basic skills instruction in the primary grades, existing data suggest that these procedures also apply to instruction in specific subjects at all grade levels. With regard to the types of subject matter for which these procedures are appropriate, Rosenshine and Stevens (1986), recommend instructional areas where the objective is to master a skill or a body of information that can be presented in a sequential manner. This might include such areas as basic arithmetic facts, decoding techniques, vocabulary development, English syntax, and the factual components of science and social studies. In addition, these procedures are appropriate for the teaching of processes or skills that students are expected to utilize in new situations. This might include such areas as computation skills, blending sounds in word analysis, map reading, the mechanics of writing business and personal letters, applying scientific laws, solving equations, repairing a small engine or wiring an electric circuit. In each of these cases, the student is taught one or more rules which must then be applied in a variety of new situations.

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## EFFECTIVE TEACHING BEHAVIORS CHECKLIST FOR SMALL GROUP INSTRUCTION

| **PLANNING COMPONENTS:** | PRESENT | ABSENT | |
|---|---|---|---|
| 1 SPECIFIC SKILLS/CONCEPTS TO BE LEARNED ARE CLEARLY STATED | | | 1 |
| 2 OUTLINE OF TEACHING PLAN INCLUDES --STATEMENT OF PURPOSE TO THE (SS), THEN A CLEAR DEMONSTRATION/EXPLANATION OF THE DESIRED BEHAVIOR | | | 2 |
| 3 --SEQUENCE OF SPECIFIC VERBAL CUES (STATEMENTS/QUESTIONS) TO PROMOTE SKILL ACQUISITION AND EXTENSIVE PRACTICE OF THE DESIRED BEHAVIOR WITH IMMEDIATE FEEDBACK | | | 3 |
| 4 VISUAL AIDS TO PROMOTE (SS) ACQUISITION OF THE DESIRED BEHAVIOR (EX. CHARTS, LESSON CARDS, TRANSPARENCIES) | | | 4 |
| 5 SPECIAL FEATURES TO PROMOTE (SS) INTEREST/INVOLVEMENT IN THE LESSON (EX. PUPPETS, SINGING, HAND SIGNALS, GAME FORMAT) | | | 5 |
| **TEACHING COMPONENTS:** | | | |
| 1 (T) BRINGS ALL (SS) TO ATTENTION BEFORE STARTING THE LESSON | | | 1 |
| 2 (T) STATES THE PURPOSE OF THE LESSON, THEN DEMONSTRATES/ EXPLAINS THE DESIRED BEHAVIOR. (SS) LOOK AND LISTEN | | | 2 |
| 3 (T) PRESENTS EACH CUE (STATEMENT OR QUESTION) IN SEQUENCE, REPEATING AS NEEDED.(SS) RESPOND W/ THE (T) OR ON THEIR OWN | | | 3 |
| 4 (T) KEEPS THE PACE OF THE LESSON BRISK/ AVOIDS INACTIVITY | | | 4 |
| 5 (T) QUESTIONS IN A PATTERN/ AT LEAST 80% (SS) ACCURACY | | | 5 |
| 6 (T) WAITS FOR (SS) RESPONSE/ GIVES IMMEDIATE FEEDBACK | | | 6 |
| 7 (T) GIVES A PROMPT OR THE ANSWER WHEN A RESPONSE IS MISSED | | | 7 |
| 8 (T) GIVES (SS) MANY OPPORTUNITIES TO PRACTICE THE DESIRED BEHAVIOR WITH IMMEDIATE FEEDBACK | | | 8 |
| 9 (T) GIVES PERIODIC VERBAL PRAISE & SYMBOLIC/ACTIVITY REWARDS | | | 9 |
| 10 (T) IS WARM AND ENCOURAGING, YET BUSINESS-LIKE, REQUIRING (SS) TO ATTEND, PARTICIPATE AND BEHAVE APPROPRIATELY | | | 10 |

(T) - TEACHER (SS) - STUDENTS

DIRECTIONS: MARK AN X IN THE PRESENT BOX IF THE COMPONENT IS PRESENT. MARK AN X IN THE ABSENT BOX IF THE COMPONENT IS ABSENT.

Revised 12/86 B deGrandpre', Ph D

# Creative Arts For The Multiply-Handicapped A Multi-Disciplinary Approach

Sybil K. Sheinberg (1002), Principal
Thomas P. O'Brien (1002), Creative Arts Teacher
P 811Q
Queens Center for Multiple Handicapped Children
61-25 Marathon Parkway
Little Neck, New York 11362

A Creative Arts Program which utilizes a multi-disciplinary approach can contribute significantly to the education of multiply-handicapped children.

The Creative Art process itself becomes an invaluable tool for each student when it facilitates instruction and lends to the mastery of goals specified in each student's Individualized Educational Program (I.E.P.). It provides many ways to incorporate the I.E.P. objectives into the curriculum. It combines a rewarding, frustration-free art experience with instruction. Creative Arts is also a gratifying learning experience that helps meet the needs of the disparate functioning levels of students found within the realm of the multiply-handicapped.

In 1981, a Creative Arts program was initiated in a New York City public school setting, the Queens Center for Multiple-Handicapped Children (P 811Q), using a multi-disciplinary approach. No longer simply an "arts and crafts" type program, this new program attempted to accelerate the mastery of learning objectives through the positive self-motivating activities of art.

The first and most critical step for this program was to develop a good working liaison with administration. With the encouragement and assistance of the principal, Sybil K. Sheinberg, a room and materials were obtained and set up.

After developing a suitable workspace and a consistent schedule, students were informally assessed through teacher observation of hands-on experiences. Notes were taken regarding each student's entering behaviors. Next, individual classroom teachers were consulted regarding each student's Individualized Educational Program (I.E.P.). Key goals were selected where it was determined that art would be an effective teaching instrument. The input of occupational and physical therapists was incorporated to maximize each student's visual motor ability to express himself or herself through Art.

Creative Arts functions as a therapeutic device when the Occupational Therapist and Physical Therapist collaborate with the art teacher. Because of its inherent ability to motivate children, creative art activities encourage students to perform therapeutic exercises for longer durations. Speech goals are set to improve expressive and receptive language. Speech and counseling are the other disciplines included in the multi-disciplinary approach to the art program. Periodic consultations with the guidance counselor to discuss children in conflict are helpful when planning activities which allow these students to express themselves in acceptable and socially appropriate ways.

Paraprofessionals are an integral part of this program. Their assistance in the teaching process maximizes the teaching/learning experience for the students.

In a population where educational growth is not always readily observable, the presentation of finished art projects demonstrates the student's ability to produce successfully. This frequently proves to be an encouraging experience for both the students and the parents/and or guardians at home.

Creative Arts holds the potential for mainstreaming the students of the school with their non-handicapped peers in a positive non-academic setting.

Inside the Creative Arts room, art serves as a powerful teaching tool. Task analysis is used for art projects, and developed sequentially according to their component skills. These skills are then matched to each individual student according to his/her I.E.P. Once a goal is selected for a student, a plan is established which will be employed with the student for approximately the next four sessions. During the fourth session, the student's performance will be assessed. After assessing the student, a decision will be made to:

1. Continue the existing instruction;
2. Use another educational approach;
3. Make physical adaptations;
4. Select a more appropriate goal;
5. Make changes in staff assignments;
6. Make changes in the physical environment;
7. Move to a more advanced skill.

Case studies reveal that this multi-disciplinary approach to creative arts is an effective teaching tool. In all levels of intellectual and social functioning, students benefit from the inclusion of the Creative Arts program during their school year.

Success builds on success. The Creative Arts Program not only helps each child to achieve the I.E.P. goals, but allows each child to develop a more positive self-image.

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## Call For State CEC Nominations

Nominations are in order for the following NYS-CEC Federation positions.

### OPEN POSITIONS

| | |
|---|---|
| Statewide: | |
| 1. Vice-president | 1987-88 |
| (President-Elect) | 1988-89 |
| (President) | 1989-90 |
| (Past President) | 1990-91 |
| 2. Treasurer | 1987-90 |
| 3. Secretary | 1987-90 |
| Regional: | 1987-90 |
| 1. Albany | |
| 2. Buffalo | |
| 3. Long Island Term in three yrs. | |
| 4. Rochester | |
| 5. Westchester | |

### Qualifications

A member is eligible for election to office if: 1. she/he is a regular member of CEC for at least one year; 2. agrees to serve; 3. is a member in good standing at the time of nomination and election; and, 4. remains a member in good standing throughout the duration of term of office.

The deadline for receiving nominations is March 27, 1987. Please send all nominations to:

Bertha L. Perez, Past Pres.
59-35 160 Street
Flushing, New York 11365

## State CEC Chapter Finder

One of the special benefits of belonging to CEC is the opportunity to associate with colleagues in your area. If you are designated as belonging to #248 in New York State it means that you are an at-large member in the state receiving all the benefits of CEC membership except affiliation with a local chapter. The following list of regions, counties and chapters is provided to help members locate their local chapters. The chapters are registered with national CEC in Reston, VA. If you require assistance in locating a local chapter, you can call your Regional Representative listed on page three of the Forum. Please contact your Regional Representative or one of the members of the Executive Committee, also listed on page three, if you are interested in establishing a local chapter.

**Albany Region**

1. Franklin
2. Clinton
3. Essex
4. Hamilton
5. Warren
6. Washington
7. Saratoga
8. Fulton
9. Montgomery
10. Schenectady
11. Rensselaer
12. Albany
13. Greene
14. Columbia

Registered Chapters

State University College at Plattsburgh Chapter #1003
Russell Sage College Chapter #798
College of St. Rose Chapter #443

**Buffalo Region**

1. Niagara
2. Erie
3. Chautauqua
4. Orleans
5. Genesee
6. Wyoming
7. Cattaraugus
8. Allegany

Registered Chapters

D'Youville College Chapter #483
State University College at Buffalo Chapter #117
Western New York Chapter #402

**Long Island Region**

1. Nassau
2. Suffolk

Registered Chapters

Adelphi University Chapter #856
Long Island Chapter #71
Suffolk Chapter #653

**New York Region #1**

1. Dutchess
2. Ulster
3. Sullivan
4. Orange
5. Putnam
6. Rockland
7. Westchester

Registered Chapters

College at Mount St. Mary Chapter #799
College of New Rochelle Chapter #817
Westchester Chapter #615

**New York Region #2**

1. Manhattan
2. Bronx
3. Richmond

Registered Chapters

College of Staten Island Chapter #498
Greater New York City Chapter #742
Lehman College Chapter #432
NYU College Chapter #750
Teachers College Chapter #45

**New York Region #3**

1. Queens
2. Brooklyn

Registered Chapters

Greater Queens Chapter #1002
St. John's University Chapter #654

**Rochester Region**

1. Munroe
2. Livingston
3. Wayne
4. Ontario
5. Yates
6. Seneca
7. Steuben
8. Schuyler
9. Chemung

Registered Chapters

Central Western Chapter #37
Geneseo #19
Nazareth College Chapter #

**Syracuse Region**

1. Jefferson
2. Lewis
3. Herkimer
4. Oswego
5. Oneida
6. Cayuga
7. Onondaga
8. Madison
9. Tompkins
10. Tioga
11. Broome
12. Cortland
13. Chenango
14. Otsego
15. Delaware
16. St. Lawrence

Registered Chapters

Greater Syracuse Chapter #1029
Southern Tier Chapter #4
Syracuse University Chapter #390

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The New York State Division of Early Childhood and Learning Disabilities, Hofstra University, Department of Special Education and Rehabilitation is sponsoring a conference on March 28, 1987, on The Roots of Learning Disabilities in the Preschool Years. The conference will be from 9-1:00 PM, and the fee of $35 includes a continental breakfast. For additional information:

Dr. Ruth F. Gold
Coordinator of Special Education
Hofstra University
Hempstead, N.Y. 11550
(516) 560-5782

# MEMBERSHIP APPLICATION

IDENTIFICATION

## THE COUNCIL FOR EXCEPTIONAL CHILDREN

1920 Association Drive
Reston, Virginia 22091
703/620-3660
TTY and Telecopier available

**Please Print**

Name ______________________________
First Initial Last

Address ______________________________
Street

( )
City State or Province Zip/Postal Code Phone ☐ work ☐ home

Have you been a CEC member within the last year?
_______ yes
_______ no

CEC is authorized to make available, at an appropriate charge, the full or partial list of its members to certain carefully selected companies or organizations serving the fields of regular and special education. If you do not want your name included, please check this box: ☐

CATEGORY

| | Regular | Student* |
|---|---|---|
| U.S. States | | |
| GA | ☐ 47.50 | ☐ 22.50 |
| ME, TX | ☐ 48.00 | ☐ 22.50 |
| FL | ☐ 48.50 | ☐ 22.00 |
| DE, KS, NV, VT, WA | ☐ 49.00 | ☐ 22.00 |
| CT | ☐ 49.00 | ☐ 22.50 |
| MT, PA, RI | ☐ 50.00 | ☐ 22.00 |
| MI | ☐ 51.00 | ☐ 22.00 |
| CO, IL, MN, NY, OH, VA | ☐ 52.00 | ☐ 22.00 |
| CA | ☐ 53.00 | ☐ 22.50 |
| All other states | ☐ 47.00 | ☐ 22.00 |
| Canadian Provinces | ☐ 47.00 | ☐ 22.00 |

***Student Discount Requirement.** To be eligible for student membership, your advisor must complete the following:

I certify that the above named person is a college or university student and is not engaged in full-time employment in the education profession.

Advisor's Signature ______________________

Name of School ______________________

Expected Graduation Date ______________________

**Special Membership Categories.** CEC has special discounts for husband/wife members and retired persons. If interested, check the appropriate box and return this form to CEC. Information on qualifications and dues will be mailed to you at the above address.

☐ Retired ☐ Husband/Wife

**CHAPTER #** ____________

(If chapter number is not known, please leave blank. CEC will inform you of your placement in the appropriate state or provincial group.)

DIVISIONS

*Only CEC members qualify for membership in CEC Divisions.*

J

| | *Regular* | *Student* |
|---|---|---|
| A. Division on the Physically Handicapped (DPH) | ☐ 6.00 | ☐ 2.00 |
| *B. Council of Administrators of Special Education (CASE) | ☐ 30.00 | ☐ 15.00 |
| C. Council for Children with Behavioral Disorders (CCBD) | ☐ 12.00 | ☐ 6.00 |
| D. Division on Mental Retardation (CEC-MR) | ☐ 10.00 | ☐ 5.00 |
| E. Division for Children with Communication Disorders (DCCD) | ☐ 12.00 | ☐ 3.00 |
| F. Division for Learning Disabilities (DLD) | ☐ 15.00 | ☐ 8.00 |
| G. Division for the Visually Handicapped (DVH) | ☐ 10.00 | ☐ 5.00 |
| H. The Association for the Gifted (TAG) | ☐ 15.00 | ☐ 7.50 |
| I. Teacher Education Division (TED) | ☐ 10.00 | ☐ 5.00 |
| J. Division for Early Childhood (DEC) | ☐ 15.00 | ☐ 7.50 |
| K. Council for Educational Diagnostic Services (CEDS) | ☐ 15.00 | ☐ 7.00 |
| L. Technology and Media Division (TAM) | ☐ 10.00 | ☐ 10.00 |
| M. Division on Career Development (DCD) | ☐ 10.00 | ☐ 5.00 |

*CASE membership is available only to professional special education administrators, college faculty and post-masters students in administration of special education.

To join CASE, please complete the following:

Position Title: ______________________

Responsibilities: ______________________

______________________

(CASE Retired and Associate members are also eligible for CASE Student dues.)

DUES

*As a special education professional, your CEC membership is tax deductible.*

**$ __________ + $ __________ + $ __________ = $ __________**
**CEC Dues** **Division Dues** ***Certificate (Optional—$2.00)** **TOTAL DUES**

*Regular, Husband/Wife, Retired, Life, and Retired Life members are eligible to receive an attractive personalized Certificate of Membership. Simply enter $2.00 above. Allow up to 8 weeks for delivery.

Payment is by ☐ Check ☐ MasterCard ☐ VISA

______________________________
Card No. Bank No. (MasterCard) Expiration Date

______________________________
Signature Daytime Telephone Number

NOTE: Canadian membership is billed for credit card transactions at the current US rate of exchange.

*Please send this form and your payment to:*

**CEC**
**1920 Association Drive**
**Reston, VA 22091-1589**

Postal Notice: Annual membership dues in CEC include $11.00 for subscription to *Exceptional Children* and $7.50 for *TEACHING Exceptional Children*. Annual membership dues in CCBD Division include $2.75 for subscription to *Behavioral Disorders*; annual membership dues in CEC-MR Division include $4.50 for subscription to *Education and Training of the Mentally Retarded*.

BEST COPY AVAILABLE

# 1986 Mini-Grants Awarded

During the state conference this fall at the Concord Hotel the first NYS-CEC Mini-Grants were awarded. Classroom teachers Ellen Horne (742) and Maureen McElheron (742) were assisted by their award to provide an 'extra' in their programming for students. The Mini-Grant provided president of Chapter 45, Mary Radaszewski, financial support to promote membership and Howard Muscott (45), a doctoral student at Teachers College, Columbia University, initiated the first NYS-CEC Presidental Award for Doctoral Studies as a result of submitting his proposal for a Mini-Grant.

Ms. Ellen Horne teaches developmentally delayed preschoolers at Children's House in NYC. She applied for the Mini-Grant in order to purchase gross motor equipment for the pupils in her program and to enable the staff occupational therapist to provide in-service training for the school staff on ". . .early sensory motor development and specific interventions individualized to each child's special needs."

Ms. McElheron is employed by the New York City Board of Education at the Manhattan Occupational Training Center. Her award will allow her students to purchase the necessary vinegar, spices and herbs to establish a gourmet line of vinegar. The mentally handicapped adolescents will realistically learn about producing and marketing a product through their participation in this project.

Chapter 45, through the leadership efforts of Ms. Radaszewski and her Board, won the award for a plan to promote both professional and student CEC membership at Teachers College. As an inducement to bring other colleagues to meetings and subsequently have them join CEC, present members of the chapter will have the opportunity to qualify for a stipened toward their expenses for attending The International Council for Exceptional Children Convention in Chicago, Illinois during the April 1987. Thus, Chapter 45's Board hopes to extend the accessibility and benefits of belonging to CEC to more of its members this year.

Mr. Muscott's doctoral work is in the area of the behaviorally disordered. The award will help him further investigate the educational services received by the behaviorally disordered and seriously disturbed youth in New York State. "The study will attempt to analyze the characteristics of student classroom behavior, teacher standards for classroom behavior and the discrepancies between the two across the Cascade of Services Model." His ultimate intention to make recommendations for improving the quality and effectiveness of services for these students.

All of us will be informed of what occurs to the recipients and their project either in a futher issue of *The Forum* and/or at a workshop during next year's state conference. YOU can qualify to be a recipient of one of the NYS-CEC Mini-Grants by submitting your application now. I urge you submit a proposal to enhance yourself and your students in the important work you do.

Bertha L. Perez
*Past President*

# *First Call For Papers And Programs For The 1987 Consortium Convention*

The New York State Federation of Chapters of the Council for Exceptional Children announces the annual convention to be held at the Concord Hotel, October 16-18, 1987.

Members interested in presenting papers or organizing program sessions are invited to write or call for guidelines and additional information.

Dr. Lyle C. Lehman
44 Westview Crescent
Geneseo, New York 14454
(716) 243-3392

The New York State Federation of Chapters of the Council for Exceptional Children announces the annual convention to be held at the Concord Hotel, October 16-18, 1987.

Members interested in presenting papers or organizing program sessions are invited to submit their suggestion to the CEC Program Chair by April 15, 1987.

**Guidelines for Submitting Proposals**

1. Prepare a cover sheet listing your name, position, home, business, and summer address, telephone number, CEC Chapter number, and, if you belong, your CEC division affiliation.
2. Indicate the title of your presentation. Prepare a 100 to 300 word summary of your proposal. Be specifc enough for reviewers to comprehend your topic, procedure, and results. Indicate the amount of time needed to present your paper, workshop, or demonstration. Program time schedules range from one hour and fifteen minutes to a maximum of two and one-half hours.
3. The person submitting the proposal must receive advance consent from everyone listed in the program and will be responsible for the timely sharing of all information regarding their presentation, if accepted.
4. Submit two copies of the proposal by April 15, 1987, to:

Dr. Lyle C. Lehman
44 Westview Crescent
Geneseo, New York 14454
(716) 243-3392

# Mini-Grant Proposal Form

**Guidelines:**
1. Award for three (3) $300.00 for the '87-'88 school year.
2. State your objectives developing one or more of the CEC Priority Guidelines.
3. Deadline for receipt of this form is June 15, 1987.
4. Report on the grant is expected as an article for the Forum or as a presentation at the N.Y.S. - CEC Conference.
5. If additional space is needed, attach another page.

**Eligibility Criteria:** CEC member, student or regular.

NAME ______________________________ CHAPTER # ____________________

ADDRESS ______________________________ CEC ID # ____________________

Home Phone ____________________ Work Phone ____________________

Regular Member ______________ Student Member ______________ *(Check one)*

Job Title ____________________ Name of School ____________________

Project Title: ________________________________________

Statement of Need: ________________________________________

________________________________________

Purpose (Objectives):

**CEC Priority Guidelines**
1. Develop and promote CEC Professional Standards;
2. Extend access to special education;
3. Improve the quality of instruction; and
4. Improve the effectiveness of the Council for Exceptional Children

________________________________________

________________________________________

________________________________________

Activities (Procedures): ________________________________________

________________________________________

________________________________________

Evaluation: ________________________________________

________________________________________

________________________________________

Budget (Expenses): ________________________________________

________________________________________

________________________________________

N.Y.S.-CEC Visibility Plan: How will N.Y.S.-CEC be promoted as a result of this project?

________________________________________

________________________________________

Please include letters of support with this application, at least two (2). Please return this form to:
Dr. Jed P. Luchow
The College of Staten Island
130 Stuyvesant Place
Staten Island, N.Y. 10301

# Professional News

Dr. Lee Ann Truesdell (805)
Assistant Professor
Special Education Program
Department of Educational & Community Programs
School of Education
Queens College
of The City University of New York
Flushing, New York 11367

**Sally Quinby** (402), a Training Specialist with Erie-Cattaraugus BOCES #2's Special Education Training and Resource Center (SETRC), was awarded the 1986 Outstanding Teaching Award in Learning Disabilities by the Council for Learning Disabilities last month in Kansas City, Missouri. Mrs. Quinby is one of five teachers nationwide to receive this prestigious honor this year. She serves as a technical consultant for the Western New York Parent Network and a consultant for United Publishing Company, as well as a co-author of the Quick-Score Achievement Test (Q-SAT). Mrs. Quinby is the past president of the New York State Federation of Chapters of CEC and is currently the secretary of the Western New York Taskforce in Aging-Out. She is completing her Ph.D. in research and evaluation in the Department of Learning and Instruction at SUNY at Buffalo.

CEC headquarters has received MEMBERGRAMS about two members here in New York. These notices are written by colleagues who want to honor Special Educators and provide recognition for their efforts. **Dr. Dorothy Morrison** (248) has made significant contributions in program development as a special education administrator and as a professor in a graduate special education program. Her dedication to the dignity and respect that should be accorded to every individual has made her a sought after community leader and her tireless efforts for persons who are disabled has earned her state wide recognition and status. **Dr. Jeanette Fleischer** (45) will be leaving Teachers College, Columbia University, in December of this year to join her husband at his new job in California. Chapter members would like to wish her happiness and recongize her past involvement as co-founder of the CEC Chapter at Teachers College and as a past advisor.

**Mark Brockmyre** (117), President of the Student Chapter at State University College, Buffalo, has provided outstanding leadership this year. He organized chapter activities around six major committees which has resulted in a wide distribution of responsibility for planning and running the chapter. To date, the chapter has had two meetings relating to certification and professional employment, co-sponsored a meeting with Western New York Chapter 402 on a Mentor-Mentee project linking students with working professionals, and sponsored a trip for students to the college camp, a party at a local hotel for adult members, a Halloween party for adults at West Seneca Developmental Center, and a meeting for practicum students about what student teaching is really like.

**Chapter 402** has also co-sponsored with the Association of New York State Educators of the Emotionally Disturbed (ANYSEED) the conference, "Children in Crisis" in October. **Dr. Virginia Rezmierski** (MO 366) of the University of Michigan conducted a workshop on the theory and intervention in students' impulse control problems. The 22nd Annual ANYSEED Conference, "A Focus on Instruction—The Process of Teaching" will be held at the Buffalo Hilton Hotel on April 3, 4, and 5, 1987. The keynote speakers will be **Dr. Madeline Hunter,** UCLA, and **Dr. Siegfried Engelmann,** University of Oregon. Contact Walter Galvin, 8 43rd Street, Centereach, NY 11720, (516) 467-3510.

**Dr. Ruth Gold** (71), President of the New York State Division on Early Childhood (NYS/DEC) has accepted the position of Coordinator of Special Education at Hofstra University. For information about the program, she may be contacted at Mason Hall, Hofstra University, Hempstead, NY 11550, (516) 560-5782. NYS/DEC will sponsor a conference on Play and Young Children with Handicapping Conditions in May, 1987. Send proposals for presentations to Carol Eagen, BOCES, Putnam County, Northern Westchester, New York. The NYS/DEC supports PL 99-457 which encourages all states to provide for the special education needs of young children. It recommends that any changes in the administration and delivery of services to children from birth through five in New York State must guarantee:

1. Preservation and support for the exisitng network of educational programs provided by voluntary agencies (private, non-profit, public) and
2. Continuation of the principle of parent choice and free access to all appropriate services.

The Exceptional Education Department, State University College at Buffalo is currently in its second year of federal funding to develop a specialization for 0-5 year olds with severe handicapping conditions and at-risk infants and preschoolers. The Masters Program, Exceptional Education Infant/Preschool Specialization, should receive approval by the 1987-1988 academic year. **Drs. Judith Bondurant-Utz** abd **Virginia Wyle** (402) are the co-directors of the project. For information, contact Dr. Bondurant-Utz, 1300 Elmwood Avenue, Buffalo, NY 14222, (716) 878-5429.

The Department of Special Education at Teachers College, Columbia University held its 50th Anniversary Celebration on October 10-12. In addition to a reunion, with accompanying festivities, the program included over 50 panelists, all graduates of the department, who addressed major topics in the field including technology, interdisciplinary collaboration, special education as preparation for adult life, and teacher preparation programs. **Dr. Lisa Freund** (45) served as Program Coordinator.

Fitting the Pieces Together, the 2nd Annual Multidisciplinary Conference on Children and Adolescents in Conflict, sponsored by the New York State Federation of CCBD, was held on October 23-25 at Teachers College. **James Kauffman** (Va 383) in his opening keynote address, called for a debate about education's responsibility for the education of all youngsters with behavior disorders. A keynote panel, **Frank Wood** (Minn 32), **Sheldon Braaton** (Minn 32), and **Robert Rutherford, Jr.** (Ariz 455), discussed the current state of programming and services for children and youth with behavior disorders. **Eleanor Guetzloe** (Fla 176), CCBD Governor, described the school's challenges and responsibilities for dealing with adolescent depression and suicide. **Eugene Pernell** (Michigan 27) described strategies for more effectively serving minority youth without necessarily certifying them as seriously emotionally disturbed or behaviorally disordered. The conference concluded with a mock trial written by **Reece Peterson** (Neb 168) and **Richard Simpson** (Kansas 436) which focused on the question of whether a school district could be held accountable for educational failure.

**Dr. Ed Piepen** (248), Assistant Professor of Learning Disabilities at St. Rose College is interested in training secondary teachers (grades 6-12) in the Learning Strategies Approach for LD adolescents developed at the University of Kansas. Topics include memory, acquisition of information, and language expression. For information contact Dr. Piepen at the College at St. Rose, Albany, NY 12203, (518) 454-5549.

Queens College Chapter 1002 has had a varied and interesting number of meetings. On October 19, 1986, there was a panel discussion entitled "Educational and Vocational Options: Aging Out— Reaching Out" at the Samuel Field YM YWHA in Little Neck. Guest speakers included Joan Harrington, Coordinator of the Aging Out Project, Advocates for Children; Jeff Lambert, College Bound Program, LIU, Department of Special Education; and Pearl Zeidner, Rehabilitation Counselor, UCP. On December 3, 1986, Margaret B. Stern, educator, author and daughter-in-law of Catherine Stern, demonstrated Stern Math manipulatives at the Queens Center for Multiple Handicapped in Little Neck. The Stern Mathematics Program involves a multi-sensory approach which gives students insight into number relationships.

## State CCBD News

FITTING THE PIECES TOGETHER: The 2nd Annual Multidisciplinary Conference on Children and Adolescents in Conflict, sponsored by the New York State Federation Chapter of CCBD was held at Teachers College, Columbia University on October 23-25, 1986. The conference provided a wide range of speakers and topics that formed an informative foray into the current concerns and innovations occurring within the field of behavioral disorders.

Over 200 participants from across the country welcomed a keynote panel of CCBD' members Frank Wood, Sheldon Braaten, and Robert Rutherford, Jr. as they discussed the current state of programming and services for children and youth with behavioral disorders. An early conference challenge was sparked by James Kauffman's opening keynote address calling for a debate over education's responsibility for the education of all youngsters with behavior disorders. CCBD Governor Eleanor Guetzloe described the school's challenges and responsibilities for dealing with one of education's most tragic dilemmas, adolescent depression and suicide. Eugene Pernell, noting the preponderance of black children and youth educated in special education programs, described strategies for more effectively serving minority youth without necessarily certifying them as seriously emotionally disturbed or behaviorally disordered. The conference concluded with a provocative mock courtroom trial written by Reece Peterson and Richard Simpson which focused on the question of whether a school district could be held accountable for educational failure.

A general business meeting of the New York State Federation of Chapter of CCBD was held during the conference. Highlights of the meeting included the development of standing and adhoc committees on legislation, membership, publications, and nominations/elections. A nominal five dollar fee was approved by the membership to defray operating costs including newsletters and mailings. In order to more adequately cater to the concerns of the membership, four regions within the state were targeted and regional representatives elected.

Persons interested in further information regarding membership and participation at any level within the organization should contact either Howard Muscott, President, or Joshua Mandel, Membership Chairperson at the Department of Special Education, Box 223, Teachers College, Columbia University, New York, N.Y. 10027 or (212) 678-3865.

The New York State CCBD and CEC Federation Chapters have endorsed a doctoral study of two aspects of programs for children with BD/Ed in New York State. Teachers of BD/ED youth or administrators responsible for their educational programs (especially BOCES program) who are interested in participating in the study of teacher perceptions of student behaviors and classroom standards should contact Howard Muscott at the above address. Confidentiality will be ensured and participation will consist of filling out a short rating scale. Results will be presented at the annual NY State CEC Conference and shared with all participants who are interested.

The Executive Committee of National CCBD is interested in being more responsive to the student membership. Student member-at-large Howard Muscott is soliciting feedback regarding activities and strategies for involving student members within the organization. A survey is being developed to assess the membership and will be disseminated in a future newsletter. Be sure to respond when it is made available or contact Howard Muscott with your ideas.

# SUMMARY OF N.Y.S. CEC EXECUTIVE BOARD ACTIVITIES

**Marlene Wechsler (1002)**
*Acting Secretary*

The Executive Board of the New York State Federation of Chapters met on September 13, 1986 at the Buffalo Airport Holiday Inn to make plans for the year. Jed Luchow, President, formed four working committees: publications, convention, constitution, and membership. Members of the board assigned to each of these committees worked on issues affecting members in New York State.

At the Concord Hotel in Kiamesha Lake during the State convention these committees met again on November 7th to review the decisions made and presented them at the Representative Assembly on November 8th for approval.

Deborah Swallow-Chicorelli, Treasurer, presented the budget. Members, who attended, adopted the budget for the 1986-1987 year. Constitutional amendments were approved. Old business included a progress report from the Pan Coordinator, Larry Banco. The Handicapped Childrens' Act was passed giving reimbursement to parents. The passing of the Gifted and Talented Act is in progress. Judy Bondurant-Utz, the Governor, informed us of the establishment of a committee to study the dues structure for new teachers. A Hot-Line for parents with questions to leaders in the field is being developed.

For the first time checks of $300 each were presented to recipients of the Mini-Grant awards initiated during past president, Bertha Perez's administration. Ellen Horn, Children's House, New York City received a grant to pay an occupational therapist, who will train staff and purchase equipment for gross motor development. Maureen Elheron, Manhattan Occupational Center, received a grant to purchase materials for a project involving mildly and moderately impaired adolescents. Students will learn about money and work through marketing homemade jellies and vinegar. Mary Radaszewski, Teacher's College, Columbia, received a grant to reactivate old memberships. Each of four people will receive $100 toward the cost of attending the National Convention. The chapter will add $100. Howard Muscott of Columbia received a check to pay for the distribution of a research study: Teacher Standards and Services Model for Behavior Disturbed Children. He is the first receipient of the NYSCEC Presidental Award for Doctoral Studies.

Other awards presented were: The Service Award to Dr. Francis Conner of Teacher's College, Columbia, The Legislator of the Year Award to State Senator John Flynn and the Friend of Special Education Award to Steven Sanders.

A Leadership Training session was held on November 9th with former leaders participating and sharing their expertise. Student leaders and chapter presidents shared concerns and successes about making CEC a viable organization.

Vice-President, Tom Assenza worked with the Planning Committee to prepare a varied and informative conference. Many members attended with us. Next year, we hope to have a larger portion of our 2,824 New York State members in attendance with us at the Concord.

# Political Action Network Report

**Larry Banco,** ***PAN Coordinator***

Legislative Update/Federal Outlook

### 1986 EHA Amendments — P.L. 99-457

President Reagan signed P.L. 99-457, the Education of the Handicapped Act (EHA) Amendments of 1986, on October 8, 1986. This landmark legislative provides a new authority to move toward full service for handicapped children ages 3 through 5, establishes a new early intervention program for infants and toddlers ages birth through two, and expands and improves the discretionary programs within EHA. A review of the new law is attached.

### The Handicapped Children's Protection Act

After a long period of negotiation, P.L. 99-372, The Handicapped Children's Protection Act was signed into law on August 5, 1986. This legislation reverses the Supreme Court decision in **Smith** v. **Robinson** (July, 1984). The law also authorizes reimbursement of attorneys' fees and expenses to parents who prevail in any administrative proceedings or court action. Details about the legislation are attached.

### 1987 Appropriations

The fiscal 1987 spending measure includes $19.3 billion for programs administered by the U.S. Education Department. All major federal education programs were restored to the FY 1986 pre Gramn-Rudman-Hollings level. The EHA budget received a healthy increase over the 1986 budget. The attached table delineates the EHA program appropriations.

### Gramn-Rudman-Hollings

We totally avoided the threatened October 1, sequester under the terms of Gramn-Rudman-Hollings (G-R-H). It all becomes quite technical, but basically three factors allowed for this welcome avoidance:

. passage of the 1987 Omnibus Reconciliation bill (H.R. 5300), which produces an estimated savings of $11.7 billion;

. passage of the well-known tax reform package, which is supposed to provide up to $4 billion in increased revenues for fiscal 1987; and

. failure of Congress to move the joint resolution required to put the sequester order into effect, since the Supreme Court had rejected features of the *automatic* sequester.

However, G-R-H is still on the books. How the next Congress will meet the FY 1988 deficit target of $108 billion (which may require over $50 billion in cuts and savings) and avoid an FY 1988 sequester will be a major issue next year.

### Gifted and Talented Legislation

We are disappointed that H.R. 3263, The Gifted and Talented Children's Education Act, did not pass both houses of Congress and, thus, died with Congress adjouring. We were pleased that because of everyone's hard work H.R. 3263 passed the House. When the Congress reconvenes in January we expect gifted and talented legislation similar to H.R. 3263 will be introduced and we are optimistic about its passage by the Congress next year.

## Governor's Report

Judith A. Bondurant, *Governor*

You have no doubt heard that President Reagan signed P.L. 99-457, The Education of the Handicapped Act (EHA) Amendments of 1986 on October 8, 1986. This landmark legislation provides a new authorization to move toward full service for handicapped children ages 3 through 5, establishes a new early intervention program for infants and toddlers ages birth through two, and expands and improves the discretionary programs within EHA.

Nominees for National CEC First Vice President, 1987-1991 are:
Harry G. Dahl
Beverley Holden Johns

Nominees for Governor-At-Large, U.S. 1987-1990:
Frederick W. Miller
M. Susan Pilgrim
M. Leroy (Lee) Reynolds
Verna Snell

Nominees for Governor-At-Large, 1987-1990:
Marilyn J. Johnson

These nominees will be ranked by the Governing Board Representatives during December 1986. The final slate of candidates will then be presented to the Delegate Assembly in Chicago. Please be sure that each of your chapters registers their delegate votes with Reston so that New York's voice is heard. If you have any questions, feel free to contact me or the New York Federation President, Jed Luchow.

## Report on Constitutional Revision:

**Follow-up to Representative Assembly Meeting on November 8, 1986.**

**From: B. Perez,** ***Past President***

In response to International CEC guidelines regarding our state federation constitution, the Representative Assembly at the state convention on November 8, 1986 approved the following amendment. The executive officers will submit a revised constitution to international CEC containing the amendment by February 1987 as approved by the membership.

Pg. 15. to be amended, **Article XI Meetings**—Section 1. Annual Convention

a. The Federation shall conduct a statewide, professional convention annually

b. All members of the federation will be notified of the date, time and location of the annual convention to allow them to participate in federation business meetings conducted during the convention.

c. The Representative Assembly will convene during the annual state convention.

Section 2. Representative Assembly:

a. **Members:** The Representative Assembly shall consist of the New York Federation Officers, Executive Board members and New York State CEC Chapter Presidents.

b. **Qualifications:** To be eligible to serve in the Representative Assembly, a member shall be a regular, student, or life member in good standing in the New York Federation.

c. **Meetings:** The Representative Assembly shall have at least one meeting per year to be held at the state-wide convention. More meetings may be called at the discretion of the President. The President shall serve as the presiding officer at all such meetings.

d. **Quorum:** For the transaction of all business, a quorum of the Representative Assembly shall consist of twenty individuals of the membership. Unless otherwise provided by the Constitution or Bylaws, when a quorum is present, a majority of those present shall prevail in all matters to be determined by vote.

e. **Voting Regulations:** (1) Each member of the Assembly shall possess one vote provided that the presiding officer shall vote only to break a tie. (2) No Assembly member shall vote by proxy under any circumstances. (3) In the event that less than a quorum is in attendance for any Assembly meeting, those present may function in an advisory capacity, at the pleasure of the President, after which the President may seek assembly acceptance of the group recommendations via mail. (4) The Representative Assembly shall adopt specific rules of procedure for the conduct of its meetings.

f. **The Representative Assembly shall:** (1) Serve as the New York Federation Legislative body. (2) Adopt a Constitution and Bylaws and determine by vote any written amendments to modify those documents. (3) Adopt official New York Federation policy statements, resolutions, and legislative positions. (4) Establish the amount of membership dues for all New York Federation members. (5) Act on such other official recommendations and petitions as may be received.

## 1987 — Call For Award Nominations

THE NEW YORK STATE COUNCIL FOR EXCEPTIONAL CHILDREN AWARDS COMMITTEE is interested in receiving recommendations for recipients of the following special awards:

NYSCEC SERVICE AWARD—Candidates for the Service Award shall have demonstrated a long term commitment toward furthering the work of NYS-CEC. His/her contributions to the organization shall have been of a distinguishing nature which sets him/her apart from others in the organization.

NYS-CEC FRIEND OF SPECIAL EDUCATION—Candidates for this award shall have proven through their actions a sincere desire to further the advancement of handicapped individuals.

NYS-CEC LEGISLATOR OF THE YEAR—Candidates for this award shall have proven themselves to be advocates of special education. They shall have demonstrated through their legislative record an ongoing interest in and support of concerns of handicapped individuals.

NYS-CEC OUTSTANDING RETIREE—Candidates shall have made an exceptional contribution during his/her career to the field of special education. Candidates shall have retired at the end of the 1986-87 school year.

NYS-CEC OUTSTANDING TEACHER—Candidates shall have made an outstanding contribution to his/her children in the classroom.

One award shall be presented in each category. Awards shall be presented at the State Convention in November 1987. Nominations should include the award title for which the nomination is being made, candidate's name, address, telephone number, chapter number, qualifications and rationale for his/her nomination. We urge you to make the nominations detailed enough to give a clear description of the candidate and his/her merits. The name, address, telephone number of the person making the nomination should also be included.

Mail all nominations to:

Bertha L. Perez, Past Pres.
59-35 160 St.
Flushing, New York 11365

## Search Announced For A Proposed New Ph.D. in Special Education

A search has been announced for a position related to a proposed cooperative Ph.D. in Special Education to be housed in the Department of Learning and Instruction, State University of New York at Buffalo and cooperative with the Department of Exceptional Education, State University College at Buffalo. The appointment date for the position is September 1, 1987.

The search is for a senior special education researcher to provide leadership for the proposed Ph.D. in Special Education. For additional information: Dr. Jeremy D. Finn, 591 Baldy Hall, SUNY at Buffalo, Amherst, New York 14260—(716) 636-2482.

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*the FORUM*

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# the FORUM

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Issues of *The Forum* are generally abstracted in *Resources in Education* with availability in microfiche (ERIC). Issues are also generally abstracted in *Exceptional Child Education Resources.*

*The Forum* comes with membership in CEC and a New York State Federation of Chapters' chapter. Copies of *The Forum* are available for purchase.

CEC membership applications can be secured from *Regional Representatives.*

Articles, issues editors, and inquiries are welcome by the editor. For a list of future issue topics, write or call the editor. Starting with this issue, *The Forum,* will again be published four times a year.

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# President's Message

Once again, it is a pleasure to have this opportunity to communicate with each of you in an issue of *THE FORUM* which deals in large part with the functioning of our organization. Specifically, as you go through this issue, aside from the wealth of professional information, and by the way we received numerous requests for reprints from last issue concerning summaries of the workshops at the 1986 CEC Statewide Convention, please take note of the following: 1987 Election Ballot for NYSCEC Officers; 1987 Call for Papers for the Convention, November 13-15, 1987 at the Concord Hotel; Minigrants application form; Call for new Assistant Editor for Professional News; Call for Editor of *The Forum*.

What does the NYSCEC Executive Board really do (in order to see our names in print on pages 2-3 of *THE FORUM* four times each year)? Simplistically, we try to represent you at the state and national level. In greater detail, for one, we try to encourage the activities of members in local chapters through the Regional Representatives (see Chapter Finder in each issue). Frankly, although our local chapters throughout the state are quite healthy, we have observed an increasing interest from members in local level Division activity. In New York State, at the current time, we have nationally recognized federation-level divisions of the Division for Learning Disabilities (DLD), the Division for Early Childhood (DEC), the Division for Career Development (DCD), the Council for Children with Behavior Disorders (CCBD), and the Council for Administrators of Special Education (CASE).

The NYSCEC Executive Board is also responsible for planning and implementing the statewide annual convention. As of 1988, NYSCEC will no longer be part of the Consortium Convention with AAMD and NYSATH. We will return to the format of the New York State CEC Convention by itself. Proposed sites for Fall 1988 are Buffalo or Saratoga Springs. The plan is to then move the convention around the state.

Of course, the NYSCEC Executive Board is also responsible for the publication of *THE FORUM* four times each year. Naturally, it is necessary for the Board to work closely with our Editor, Dr. Herb Foster, without whom *THE FORUM* would not be getting the national recognition that it does exemplified by requests to reprint articles by such people as Dr. William Littlejohn, Director of the Indiana State Department of Education/Office of Special Education and First Vice-President of national CEC. Or, a letter that we just received from a new member who writes, "I just received my first copy of *THE FORUM* and want to tell you how impressed I am with the professional quality of the publication. I have been a member of CEC for 15 years, both in — and —, and never received state publications the quality of New York's."

Finally, the role of the Executive Board is also to respond to national and local professional issues relating to the education of our children and youth with handicapping conditions. In regard to the national level, our Governor, Dr. Judith Bondurant-Utz, does an outstanding job in representing New York State at national CEC meetings. But, now I am pleased to report to you that our Board has decided to have NYSCEC take a more active and visible role in dealing with, reacting to, and expressing the opinion of our 3000+ members on issues effecting both professionals and pupils in special education.

Therefore, in closing this message to you, I really would like to get YOUR input on at least the following issues which are going to come before the Executive Board at the June 14 meeting in Buffalo: the Early Childhood Special Education Regulations in NYS from PL99-457; the planned changes in special education teacher certification requirements in NYS; the decision to decentralize special education in the New York City Public Schools. Your Executive Board would like to be able to represent you as accurately as possible. LET US HEAR FROM YOU NOW!

---

# VIEWPOINT

## Philosophical Perspectives Of Special Education

Dr. Stephen Franse (742)
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110 Livingston Street
Brooklyn, NY 11201

Many educators fail to realize the philosophical assumptions underlying special education for special pupils. An understanding of these beliefs could lead to a healthy debate among professionals concerning the future of special education.

*Special education encompasses an analytical view of reality.* It assumes that reality can be dissected into its component parts. Pupils and programs may be categorized by functional levels or deficiencies because reality is amenable to this process. Psychologists evaluate pupils according to predetermined behavioral models; professionals analyze student performance based on standardized testing; and social workers examine home life through structured social history interviews. What is real is revealed through analysis, examination or evaluation based on predetermined functional or deficiency categories.

*Special education curriculum is an extension of this analytical view of reality.* The trend to develop minute curriculum units which are taught to pupils sequentially is not unique to special education. The New York City Board of Education has adopted The *Minimum Teaching Essentials* which divides curriculum into discrete skills which must be learned sequentially at particular grade levels. Special education extends this practice to the extreme by requiring educators to develop short range objectives for teaching distinct skills sequentially to individual pupils. Pupils are retained at a given level in their Individualized Education Plans unable to move forward until they master every delineated objective/skill. It doesn't seem to matter that some students may not learn that way; some pupils learn spontaneously or vicariously through experiencing comprehensive instructional lessons that are structured and unstructured encompassing many attitudes, skills and concepts about the world in which we live. Curriculum should mirror the richness of reality in order for it to be truly appropriate.

*An analytical special education view assumes pupils are the sum of their worst individual characteristics.* A hyperactive and nervous pupil is assumed to be emotionally handicapped after objective testing by psychologists, teachers and social workers searching for hypothesis verification. However, pupils cannot be categorized by objective tests and education cannot be analyzed into segments. Reality is too rich and complex to be tinkered with in such a simplistic way. Any attempt to unravel it is akin to picking an onion. Although the search may be justified, you will rarely find the essence of an onion any more than you will find what defines a person—certainly not special education categories. Children and curriculum reflect the real world: they are powerful and potent concepts for offering pupils opportunities to learn attitudes, skills and knowledge that are essential in today's world.

The articles in this issue of the *Forum* are devoted to Policy Makers: *Decisions and Directions for the Future* reflects a comprehensive, realistic and humanistic, rather than analytical view of special education. How to distribute funds with economic efficiency and in a manner which services the common good without overlooking the claims of the needy is the focus of Eleanor Pam's article "Policy Issues and Ethical Dilemmas: A Perspective of Choice for Public Administrators."

Milton Fein, Sheldon Lindenbaum and Fred Goldberg, two principals and a superintendent respectively, describe in the article "The Child Study Committee," how practitioners have broadened the base for prevention by coordinating staff and educational services for regular students to help them cope in their natural classroom setting.

"They Sent Me a Wheel Chair" by Sandra R. Pinkerton demonstrates that special education administrators are not immune to insensitivity as they confront professionals with disabilities. One wonders whether these so called professionals have breathed too deeply of an analytical perspective of reality without realizing its limitations in capturing the essence of humanity.

"What's Wrong with Special Education in New York City High Schools" by Stephen Franse shows how high school special education programs are structured on an antiquated high school model. Special education is not responsible for a subject known as special education: it involves instruction across all subject areas. The current curriculum is flawed because it fails to respect the richness of reality and substitures the belief that special education can be taught as a department discipline.

"The Computer: Its Uses as an Administrative Tool for Special Education Programs in Secondary Schools" by Robert Stern describes how the computer can be used as a powerful tool for school administrators. As the size of the special education population and program grow the school administrator needs computer competency to harness educational data for the students benefit.

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# Policy Issues And Ethical Dilemmas: A Perspective Of Choices For Public Administrators

Eleanor Pam, Ph.D.
Chairperson, Behavioral & Social Sciences
Hostos Community College
City University of New York
500 Grand Concourse
Bronx, NY 10451

***How to distribute funds with economic efficiency and in a manner that services the common good without overlooking the claims of the needy is the focus of this article . The recent redefinition of categories brought on by New York State regulations has raised questions for policy makers. What makes the special education pupil — special? Are any definitions, no matter how well intentioned, arbitrary and artificial? Has legalism, excessive evaluation and record keeping eclipsed in importance educating youngsters?***

Educators charged with policy-making responsibilities which impact on the public purse are faced, today as always, with the ubuiquitous dilemma: How to distribute funds with economic efficiency and in a manner which serves the common good while not overlooking the claims of the especially needy? When the economy is flourishing and the public mood relaxed, then groups with special needs are not seen as apposite to the general majority. But as the fiscal climate worsens, budgets become strained and resources dwindle, then priorities shift. The meritoriousness of competing claims on baldly humanitarian grounds change to cost-effectiveness debates—the colder computation and contrasting of probable "payoffs" in light of monitory investments. A kind of cash value mentality tends to surface while advocates for special programs and causes increasingly argue their positions with the ledgerbook imagery of economists. Thus, as Friedman (1948) pointed out:

> One of the many consequences of an effective special education program is an improved earning capacity in later years, with a corresponding reduction in needed services and income support. Thus, as with vocational rehabilitation, special education constitutes an investment in human capital yielding a wide range of economic and social returns. (p. 44)

Once the public begins weighing the legal and moral rights of individuals against stringent economic realities there is usually an accompanying collective re-examination of principles and values—and the palpable signs of an approaching backlash. Attention must be paid, for it is in such a climate that social justice is most often compromised.

It is not enough for administrators to insist on issues of equity when society at large is in a mood to measure its own perceived self interest against that of special groups. Conscience, when linked with exigency is notably fickle. The listing of "protected categories" under the Civil Rights Act of 1964 precipated a similar conundrum as some perceived this law as giving the rights of some precedence over the rights of others, or as even taking away their own rights. The government's efforts, however righteous, to repair past transgressions among blacks, hispanics, and women left a legacy of fear and resentment in its wake—a suspicion of privilege and favoritism, but turned on its head. In an exquisite twist of irony the "have-nots" were transformed into the "haves," and the "haves" into the "have-nots." As the government extends a protective hand towards the disabled, it is important to avoid a similar impression of elitism, however modest, from insinuating itself into the national subconscious or gains made by these groups will be ultimately neutralized by an annoyed citizenry. To some extent, this is already happening.

Special education, along with many other programs in the area of mental health is especially susceptible to a skewed view by a skeptical public. The potential for count-productivity is ever present and easily triggered, even inadvertantly. This danger is often overlooked by administrators with an overly moral approach to their work, or a point of view which does not take into account the relationship between policy and perception, or alternatively stated—mass rights are being materially compromised in order to subsidize a designated population, there is an inevitable tendency towards defensive measures, an attempt to slow or reverse the cash flow at local, state and federal levels, and to invoke the sanctions of the courts and legislatures. We are quietly but rapidly approaching that time when gains which were real are becoming academic, and patients are dying with their rights on (Rubin, 1982).

What then are the caveats, where the special pitfalls? They are everywhere, embedded even in language. For example, in the effort to avoid stigmatizing youngsters, we have subtly eroded credibility. While it is admittedly kinder to refer to "exceptional children" instead of using negatively nuanced terminology or emphasizing limitations as we used to do, does not the man in the street perceive this as a form of double-speak? What is *his* understanding of "exceptional" outside of this context? During times of economic hardship it must seem to him that the government has erected a bureaucratic maze designed to assist every group but his own, that there are lobbyists and special interest minorities raiding the budget at every level and for amounts disproportionate to their numbers, that there are timetables which suggest an even greater outlay of funds for the future, and that he is paying the costs while others are reaping the benefits—then overstatement, implied praise and privilege, reversing the nuances of language—all would seem to confound and to insult his intelligence, inflaming and exacerbating whatever bliases he already possesses or which may lay dormant. In that frame of mind what must such a man be thinking as he looks longingly at reserved spaces for the handicapped in crowded parking lots, or at spacious rest room facilities? What resentments or prejudices are reinforced when he hears about "special education" instead of "specialized education?" It is essential for the sensitive professional to realize that no one wants to be patronized; the non-disabled as well as the disabled—hears, uses, and understands language as a common denominator of reality.

Special education, along with its counterparts in employment, housing, transportation, and many other areas have benefitted over the past two decades from a proliferation of federal, state, and local statutes on behalf of the handicapped. Funding has been visible and dramatic, in forms which include direct as well as indirect cash payments, medical care and reimbursement, food stamps, tax exemptions, etc. Substantive too, are such acts of support as affirmative action and anti-discriminatory laws. These latter represent moral and dollar gains.

So much for the good news.

The bad news is that the base of applicants for these programs and services is growing and that costs are increasing alarmingly as each group bids for a piece of the fiscal pie. A redefinition and expansion of categories of eligibility, especially those relating to emotional disturbance have created new ambiguities in evaluation, heightened public skepticism by embracing a population often evidencing anti-social attitudes or behavior and changed the programmatic focus from straightforward pedagogy to prudent management. Accordingly, mainstreaming has become an across-the-board institutional strategy of survival in mental health agencies.

How has mainstreaming manifested itself in special education, especially in New York? Formerly, State Commissioner's Regulation 200.14 provided for grouping by eleven handicaps, slotting students into special classes or programs on the basis of their handicapping conditions. Currently, there is a three-year phase-in plan to institute functional grouping under Regulation 200.6, i.e., students with different handicapping conditions may be placed in the same class, provided that their educational needs are similar and can best be met in the same environment. Coupled with this is the concept that a student may be physically handicapped but not educationally handicapped, and therefore *not a special education student.* The concept of placing a student in programs with the least restrictive environment implies that the starting point is the general education environment (New York, 1984).

The success of functional grouping, and collaterally—mainstreaming is yet to be tested, along with its fiscal viability and educational integrity. Nevertheless, under the old Regulations or the new, special education remains formidably expensive. Then too, is the overwhelming impression of extensive legalism. Any perusal of various Trainer's Packages, Fact Sheets, Handbooks, and features of the Act itself, reveals a myriad of services, support personnel, report and evaluation procedures, (including negative and positive proofs of disability), and facilities. Extensive documentation is required for changing, modifying, or continuing recommended program and service modes. Mechanisms for due process and evaluation are rigorous, as are the specifics for appeals, arbitration and record keeping. One wonders about the inevitable drain on time, energy and resources as agencies and personnel bureaucratically erect elaborate paper justifications mandated by every change or non-change in recommendation. In a society which is already overly litigious, it is unfortunate that such pressures from within and without make an already difficult task that much harder.

In the end, the professionals, including those public officials charged with the responsibility for special education must navigate a perilous path, accepting even irrational pressures with perspective and a measure of sophistication. He/she must do what he/she realistically can, to allow education to go forward within the means he is allowed, and to facilitate a positive public climate on behalf of those within his/her authority. In this regard, the administrator must understand that everyone must benefit, or believe that they have benefitted from his/her policies. To focus too narrowly on the rights of the few without taking into account the feelings and perceptions of those who are being asked to pay the bills is to invite the winds of discord to blow.

All one has to do is note the lengthening trail of broken promises by Congress and the courts to realize the folly of pursuing a myopic course of action, no matter how just the cause or sound the principle.

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# The Child Study Committee

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*This article describes "The Child Study Committee" and how practitioners have broadened the base for prevention by coordinating educational services for the regular student in the natural classroom setting. Two case studies in community school district 10 where the building principals coordinated their available resources including staff and curriculum to help pupils cope in school are reported.*

The Child Study Committee is an important linking mechanism by which the principal can coordinate and effectively utilize his school staff to provide the least restrictive environment and the support necessary for the child to receive an appropriate education.

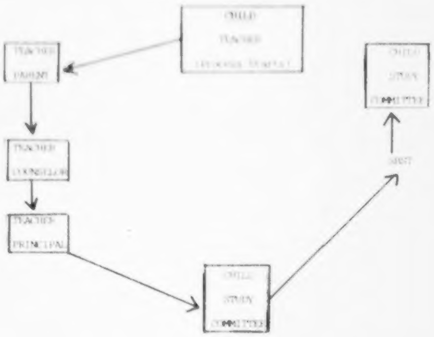
The Child Study Committee was initially formulated under the direction of Dr. Steven Benardo, Deputy Assistant Superintendent, Bronx Special Education Region during the summer of 1983. A committee of principals, Messrs. Fein, Lindenbaum and Portelles were involved in writing "A Principal's Guide to Special Education in the Bronx." As an outgrowth of the work that summer, the authors met with Dr. Fred Goldberg, Superintendent of School District 10 to discuss utilizing the committee approach in their respective schools. Shortly thereafter the "Child Study Committee" held their first meetings in District 10 Bronx.

The Child Study Committee concept appears in the literature as District Wide Committees on the Handicapped in Special Education. Of some thirty seven articles written since 1966, only one by Pfeiffer (1980) discusses and encourages the use of a school-based Child Study Committee (CSC). He points to the interprofessional CSC as providing at the school level greater accuracy in decision-making and a creative extension of psycho-educational services to a school. The school based Child Study Committee (CSC) concept emerged with this in mind.

The CSC is a continuous process (see Chart I) involving the child and his/her classroom teacher as the main focus. This method provides greater insight for the teacher in resolving pupil learning and behavioral difficulties in the classroom. The problem resolution should take place in the regular school environment.

**CHART I**

CHILD STUDY COMMITTEE



The process is continuous. Pupils who are in the process are the on-going concern of The Child Study Committee.

If at any time the problem centering around the child is resolved, the process is ended.

The chart reveals that the Child Study Committee formalizes for the principal a workable procedure to insure maximum coordinated educational services for a child. It gives the principal an opportunity to meet on a *weekly* basis with all the support staff in the school. This coordinates and concentrates staff efforts.

Members of the Child Study Committee *may* include, but are not limited to:

1) Principal
2) Guidance Counselor
3) SBST
4) Field Supervisor
5) Faculty Members such as:
    a) Resource Room Teacher
    b) Reading Teacher
    c) Assistant Principal

A fully operational Child Study Committee enables the principal to be involved in every aspect of the educational plans for all students.

What are the *goals* of the Child Study Committee? The goals are:

1. To support those children in the mainstream who demonstrate academic and/or behavioral difficulties.
2. To coordinate and concentrate pupil support services available at the school level.
3. To utilize school support staff services in a singular coordinated effort.
4. To facilitate student learning through interventions to modify and support classroom teachers' strategies, techniques and material in meeting the specific needs of the individual child.

Over the past three years the CSC has provided a number of advantages beyond its goals. It has:

1) Provided staff development and training opportunities.
2) Focused staff on successful instructional strategies and problem solving.
3) Aided staff in identification of exceptional children.
4) Enabled the administration to accumulate up to date information on individual students.

The CSC model has enabled the school to concentrate all of its efforts on the child and his/her educational experience in the classroom. A report of the progress of the Child Study Committee at the pilot schools was made at a District 10 Principals conference. Several other District schools have initiated committees and it is hoped that this "Pilot Program" will become institutionalized in District 10 schools.

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### Note

[1] A list of these articles is available for the authors.

## "Oh! They Sent A Wheelchair."

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*This article demonstrates that special education administrators are not immune to insensitivity as they confront professionals with disabilities. The poignant article by a handicapped professional reveals the lack of respect for her individuality and ability that she encountered in her everyday activities.*

"Oh! They sent a wheelchair! Why didn't you tell me a wheelchair was coming? How is the wheelchair going to fit?"

The above exclamations may sound as if they belong to your ordinary, everyday, insensitive boor — but they do not. These remarks and others like them are from administrators, supervisors and other professional personnel who oversee or provide direct services to children with handicapping conditions. The remarks were addressed to me — the wheelchair, in the course of my work monitoring Public Law 94-142 and Chapter 853 for the New York State Education Department. The comments I, or should I say I and my wheelchair, elicited while performing my job as an Associate in Education in the New York City area provide a depressing commentary about the insensitivity of those people who should be empathetic about the needs and daily problems that confront people with disabilities and their families.

My contacts were with people from all fields of education, both within the Office for the Education of Children with Handicapping Conditions and throughout the public and private school systems. These were the professionals who gave lectures, seminars, symposiums and workshops on how people with handicapping conditions should be addressed, taught, treated, managed and counseled. These were the "experts." Yet a surprising number of these "experts" displayed a shocking lack of respect for the individuality and ability of the professional with a disability. For instance, years after the mandates of the Rehabilitation Act and Public Law 94-142 were implemented, I continued to have difficulties entering the New York City Board of Education's Central Office for meetings and hearings. Administrators ran up to me without the slightest invitation, to promise me that *soon* the building would be accessible. On one particular day, I was scheduled to attend an all-day meeting of special education personnel. When I asked my colleagues if anyone knew where I could find an accessible bathroom, I found that several of them did not know what the word "accessible" meant. Others, in a misguided attempt to be helpful, asked if I would like to be *carried* to the ladies' room. When I refused their inappropriate way of helping, someone suggested that I go across the street to the telephone company where they have facilities for people "like me."

Repeatedly, personnel in the Office for the Education of Children with Handicapping Conditions decided, without consulting me, to assign me only to facilities that served children with physical disabilities, the multiply handicapped or the severely retarded. Ironically, my background was in teaching children with severe emotional impairments but the staff reasoned that facilities that housed the children with the above handicapping conditions *must* be barrier free. They were very mistaken. For, as I discovered the hard way, a particular school personnel's definition of accessibility was often different from my personal experiences and what the law requires.

One school, for instance, had a ramp at the main entrance that was graded so steeply that I struggled to ascend it and was finally whisked up the ramp by someone who assumed I was a student. At another school, when I asked to go up to the second floor, an administrator curtly informed me that I had seen all the students with mobility impairments on the first floor. "You have a nice system of segregation," I noted. "All wheelchair users have to function on the first floor, while the second floor is reserved for the walkers who have health impairments." The administrator became annoyed and during the exit interview he pointedly remarked that the only person who would benefit by having an elevator would be me. I wondered aloud why he felt that a school that serves students with mobility and health impairments should not be barrier free.

Perhaps the disarmingly candid remark of one teacher I interviewed explains the feelings of many. The teacher and I were discussing the curriculum for secondary level students who were classified as retarded. In the course of our discussion about preparing these students for life in the community, the teacher admitted her reluctance to "take students who were different on city buses." When I pressed her for an explanation, she replied that she did not like when people stared, and she did not like to be stared at or have anyone she knew see her with "different" people.

I could continue to list many more examples of how special education professionals that I encountered were unable to interact with a professional that had an obvious disability, or indeed accept the fact that a person with a handicapping condition *could* be a knowledgeable professional. I could recount the endless questions these people had about my background and my qualifications or the many angry comments I heard about how unfeasible it was for "people like me" and "other radicals" to openly lobby for the right to walk through buildings of my choice, to ride a bus or to pursue gainful employment. Perhaps it was the "difference" of my wheelchair and my willing to be seen using it, to be *active* in it, that the "experts" could not accept.

I am convinced that my presence at meetings and in the schools was a catalyst in changing people's awareness and attitudes. When educational personnel had to carry my wheelchair up and down flights of stairs or help me reach for records from the files; when they had to pray that my wheelchair would fit through their doorways and hope I never asked to use the lavatory — I knew they learned more about disability than they had in any other day of their lives. All this education and awareness, because the State Education Department happened to send a wheelchair!

## Remember...

**Conference At Concord**

**November 13-15, 1987**

# What's Wrong With Special Education In The New York City High Schools?

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*"What's Wrong with Special Education in New York City High Schools" describes how high school special education programs are structured on an aniquated high school model. Special education is not responsible for a subject known as special education, but is accountable for instruction across all subject areas. The current model is flawed because it reflects the view that special education can be subdivided into component parts and housed in a high school department.*

An examination of the organization of special education in New York City high schools reveals the need for improving the system. Special education statistics reflect the reality that is short circuiting the effectiveness of the current model. At most high schools, special education departments now house more than 50 professionals including teachers and paraprofessionals educating upwards of 300 special education youngsters. This trend will accelerate as rising referral rates coupled with increasing numbers of special education students graduating from elementary and intermediate schools continue. Yet a special education department is not a high school department in the traditional sense; it is a mini-school within a school.

Special educators have ignored the statistical implictions and have structured the special education department on an antiquated high school model. Special education has become a department along with mathematics, science and English. This model is flawed in two fundamental ways. The special education department is not responsible for instruction in a subject known as "special education" but is accountable for instruction across all subject areas. Furthermore, the current model does not recognize the enormity of the administrative tasks associated with special education including but not limited to referrals, evaluations, placements, triennials, related services and Individual Education Programs.

Complicating this situation is the fact that special education teachers are often less prepared to teach high school subjects than their regular education counterparts. Special educators are generally trained in elementary school methods; they often struggle to teach basic developmental lessons in subjects in which they possess limited knowledge. The incongruity of this situation is readily apparent in that mastery of a subject is presupposed for someone who wants to teach it and special educators, who are the least prepared in subject knowledge, are expected to teach special students who have the most difficulty in learning.

Special educators instruct students in a curricula which is more demanding and delineated than regular education. Instruction is influenced by several distinct factors; an example is the course credit or non credit bearing. In addition, new state regulations for the limited English proficient student (whose numbers are rising steadily) necessitates bilingual instruction in parallel content courses. Teachers are therefore expected to instruct student populations with different handicapping conditions; for example, those whose reading and math scores span more years, whose primary language is other than English, and whose learning needs are quite different and more difficult to handle than those of students in regular education classes.

Regular educators who were competent mainstream teachers are actually more effective with special education pupils. Their repertory of instructional skills exceeds that of inexperienced special educators. If their personalities and values are compatible with special education students, they would be excellent teachers. This does not alter the fact that the best instruction should come from subject specialists trained in special education.

There is nothing different about special education in the high schools if you discount the lower teacher-pupil ratio of one teacher to ten students. The special education programs Modified Instructional Services I and Modified Instructional Services II are unable to incorporate alternative teaching strategies nor are they cognizant of how different learning styles for the learning disabled should be integrated into a subject specific lesson. Teachers is both programs lack the expertise in curriculum, methodology or behavior modificaton to positively affect student behaviors.

Special education supervisors suffer the same flaws as special education teachers; they lack subject specialization but are expected to train high school teachers in content area courses. These professionals are able to assist teachers in developing lessons, questioning techniques and instructional strategies but they are unable to train them in subject knowledge. This year the State Education Department specified that accredited courses could only be taught by teachers licensed in that subject. Suburban school districts have mandated dual certification so that their teachers are both subject and skill specialists.

The primary task of the future is to define how the strengths that special education personnel bring to the classroom (including but not limited to acceptance of the pupil, creating a caring atmosphere, and expertise in career education/work study and remediation skills) and the strengths of the supervisor can impact upon the high school model of instruction. Policy makers must offer recommendations in the following areas: (1) developing training models to provide more adequate supervision and staff development for high school special education teachers and supervisors who have inadequate knowledge and (2) reorganizing the special education high school department to provide a more flexible structure corresponding to the reality of special education such as a mini-school within a school.

# The Computer: Its Uses As An Administrative Tool For Special Education Programs In Secondary Schools

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*This article describes how the computer can be used as a powerful tool for school administrators. As the size of the special education population and programs grow, school administrators need computer competency to harness educational data for the students benefit.*

During the Spring of 1983 I was faced with the realization that my position as a school based supervisor/administrator of Special Education was becoming increasingly devoted to gathering and reporting data concerning an ever increasing number of students and staff. Since new local and state regulations were on the horizon, it occurred to me that unless I found an alternative method to deal with these demands, I would soon be faced with a bureaucratic nightmare, namely an avalanche of paperwork.

While the idea of using a computer to remedy this problem was not a novel one, it was something which I decided to do reluctantly. Not having a background in computers, I was awed by them and feared that if I decided to install one that I would not be able to employ it effectively and that it would eventually become a large dust collector relegated to an unused storage closet standing as a monument to inefficiency and waste. After consulting several computer experts within my school and reading some literature (Jennings, 1984; Suppes, 1980; Walker, 1983), I felt slightly more comfortable when they unanimously agreed that my problems could be solved with the addition of a computer to my department. They allayed my fears of the machine and took it upon themselves to ease me into the computer age. With their reassurance in mind I visited a number of school/computer demonstrations at area conferences. My discussions with other educators who had used computers left me with a number of questions which needed to be answered prior to purchasing a computer. Beyond the initial costs for hardware, software, and supplies, there was a definite question of cost effectiveness. How much could the computer be depended upon to do? Would its use be too limited? Who would enter data and retrieve the data? Would the computer and its programs be simple enough for a neophyte like myself to use effectively? Could the uses of the computer be expanded to other uses? Would it be the great time saver?

In trying to get answers to these questions I spent several days with computer sales people, showing them what my needs were and asking questions relating to the capacities of their hardware and software. My selection of a computer also hinged upon the availability of support staff hired by the computer dealers who would be there to handle my questions after the purchase. After much deliberation and consultation, I selected a computer, printer and software which would meet my needs for the foreseeable future. With little previous usage of the type of programs needed, I selected a packaged electronic filing system and adapted it to my needs.

The first computer program took thirty six fields of information regarding students' clinical and biographical histories which assured me of having needed information regarding students which could be used in preparing statistical reports. A record search form was then devised and distributed to the teachers of each special education class. The form listed the thirty six fields of information and the number of spaces (bytes) available for each field. The teachers recorded the information for each student on the forms and returned it to my office to be entered into the computer. This was done quickly as the teachers were extremely diligent in performing their tasks as they realized that this would relieve them of much time consuming paperwork in the future. We now had the information which was needed and a clear picture of which material was unavailable. The computer's first job was to determine which students' records were missing, and where they might be found. A report was generated within one hour and sent to individual schools and to the appropriate local committees on the handicapped. During the previous year a similar task done manually by the staff took two weeks. Within one week of the mailing of this report, we received nearly 70% of the heretofore missing material. The rapid responses was due in large part to the use of the computer. Response time in previous years to this type of work took months. Respondents, I later learned felt more obliged to respond quickly to a computerized request for information. Our first success!

Over the course of the next few months, I found that the amount of time saved on reports and the accuracy of their content increased dramatically. Files were constantly being updated and stored in the computer's memory on floppy disks which also solved a problem involving office space. File folders which contained student records had previously been kept in the department office which became increasingly cluttered. The files which contained sensitive and confidential information could now be secured in a storage area as access to them was no longer necessary on a daily basis. The contents of several file cabinets were now contained on a small 5¼ inch disk which through the use of a coded password kept its information secured as well as any lock could function on a file cabinet.

As a number of Special Education students in the school more than doubled within 2 years, the computer became a greater factor in the administrative functioning of the organization. By September, 1985, over 500 Special Education students' records were contained in the computerized file. Ready access to the files allowed for greater accuracy in keeping within the regulations set down by the state and city in regard to student programming, mainstreaming, maintenance of age ranges within classes, ranges for functional grouping in reading and math, testing categories and modifications, legal guardianship, clinical evaluation dates and results and language assessment scores and eligibility for placement in bilingual and ESL programs.

The teachers' dreams of less paperwork became a reality within a brief period of time. Monthly reports were printed out and distributed to them for verification and signatures. In previous years these reports which took valuable preparation time from the teachers were now completed accurately within a matter of minutes.

As the special education program increased, so did the number of teachers. Keeping track of various licenses, status of teacher tenure, seniority, and previous assignments within the program necessitated a computerized file system for personnel. All necessary staff information became part of a separate file and it added to the information which was available for the completion of city and state reports.

The computer also provided for word processing which was of immeasurable assistance to supervisors and administrators. Word processing enabled me to write and store for future use teacher observation reports, letters to staff and parents, and conference agendas and minutes. Presently, I am developing a system for printing purchase orders and equipment inventories onto a disk which will complete the ordinary administrative details for which I had felt that it was necessary to computerize.

The amount of time saved in the aforementioned operations is not always immediately recognizable because instituting these operations requires much time for planning, data collection and entry of data at the intitial step. Time saved is much more noticeable after each individual operation is used for the second time. The time saved factor can be more easily measured as the initial stages of the operation (data collection, formatting, and entry) do not have to be repeated in their entirety.

Although the computer is a valuable tool in enhancing the effectiveness and efficiency of the administration of a large, data filled organization, there are some caveats which should be noted by those who feel inclined to computerized information.

1) **Cost:**

The price of computers varies greatly depending upon their power in terms of memory and capacity. Purchasing too simple a computer may leave the buyer with a problem in a short time, namely outgrowing the system as the organization's needs expand. However, a more powerful and complex computer may be too costly initially and with insufficient funds left over for peripherals. Another problem in this area is purchasing "too much computer" which becomes a matter similar to that of using and elephant gun to shoot a sparrow. Professionals must thoroughly research the computer systems that are available and appropriate within reasonable price ranges.

2) **Personnel:**

At least one staff member should be trained in becoming familiar with computer technology. He/she must be capable of entering, updating, and retrieving data. By having more than one person trained in this area, you can ensure that the computer's effectiveness will not be compromised due to a staff member's absence. Staff members can usually be trained at free, low cost, or in-service courses which are offered to teachers by either the computer vendor or by the local school district.

**3) Cost Effectiveness:**

The benefits derived from using a computer may be negligible for a small organization. Is it really worth buying a computer? If the computer is used sporadically it may not be giving you your money's worth in terms of its utility on a cost basis. When there are small numbers of students and little need for data based reports, it could be more useful to continue to have the documents generated manually. To maximize cost effectiveness, the computer must be used for a variety of tasks. While a major job such as individual student programming may be too large or require a more powerful computer, many other administrative tasks lend themselves to computerization.

**4) Anticipated Changes:**

To prevent your computer from quickly becoming obsolete, try to determine whether or not the Special Education program in your school will be undergoing any large scale changes within the next two or three years. Major changes in the program may necessitate the use of a different type of computer or the abandonment of your current model entirely.

Is computerization worth the cost and effort? Is there enough benefit to be derived from its implementation? The answer to these questions will depend upon individual situations. What is good for one school may not be as good for another. Unless you are extremely knowledgeable about computers, there will be errors and failures, particularly at the beginning. If you are going to make the investment in a computer, be patient about seeing immediate positive results. Wrinkles must be ironed out at first, and once this happens you will be on your way toward making yourself a more efficient administrator. Learning to use the computer wisely is a challenge which when met provides an added dimension to your program in terms of its flexibility and administrative effectiveness.

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# Instruction Utilizing Computers In A Special Education Classroom: A Survey of Practices

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*Abstract*

*Computer assisted instruction (CAI) programs have the potential to be one of the most powerful tools available to special education students. As an active partner, a computer can assist with the learning of skills and concepts and can be paced to an individual's rate of learning. The social skills derived from writing programs for self and others, working in pairs or in project teams, are boundless. This article describes ways in which computer education was integrated into an intermediate school for handicapped students.*

## Introduction

Special educators today are more than anxious to serve the aims of federal, state and local agencies by providing the opportunity for children to become as equal as possible in every way. Our public policy and goal as stated is equality, racially, sexually and educationally. La Vor (1977) concluded that:

> In 1954, as the Supreme Court, concluded the Brown vs the Board of Education case, the problem was unequal access to unequal resources for achieving identical ends. In the early 1960's, we had equal access to equal resources to achieve identical ends. Through compensatory education programs, the move was to equal access to differing resources to achieve identical ends. In the last part of the 1970's, through individualized education, we are entering an era of equal access to differing resources to achieve differing ends. (p. 269)

It is La Vor's belief that there will be different outcomes in the education of children with handicaps and children without handicaps. However, the objective is to make society more homogeneous by narrowing the differences between those with handicaps and those without is the aim and goal of all special education.

Special education is riding a crest of extreme optimism. Since the passage of P.L. 94-142, special educators have become advocates of equal opportunity and believe that every child can be educated. It appears that a "tenet of educability" has replaced the former "tenet of curability."

To achieve this end, a vast number of educational materials and teacher techniques have been made available to the student who is experiencing difficulties. In recent years, according to Spache (1976), we have witnessed materials and methods explosion of tremendous size due to the continued search for a solution to the increased number of educational problems. It is, however, recommended that no one specific approach should be used exclusively with a group of student with handicaps. Successful instruction and remediation seem to be based upon a teacher's ability and versatility to select various materials and his/her use of a wide variety of techniques that are appropriate for helping children who are experiencing difficulties.

One such tool available for use in many special education classrooms today to assist with individual instruction is the computer. Special educators must be informed and need to recognize the way in which a computer can assist and provide information and instruction. Behrmann (1984) states:

> The computer should be viewed not as a threatening revolutionary device that is going to change the fabric of teaching handicapped children, but as a supplemental instructional medium and a useful tool for both the teacher and student. The computer has the capability to make both teaching and learning more efficient and can reduce the burden of teacher and student. p. 281

What follows is an account of how a computer program was established at P.S. 25 Richmond, a special education school servicing severely learning disabled students between the ages of twelve and sixteen. The program, which is co-sponsored by the Staten Island Mental Health Society, is a Day Treatment Center offering counseling, speech, educational and vocational components. The general goals of the program are to return students to the "mainstream" or to find an appropriate vocational/educational placement.

### The Program

In the Fall of 1983, it was decided that computer education would serve as an interesting and worthwhile adjunct to attaining these goals. At this time monies were not readily available for the purchase of hardware/software. The students and staff decided that bird houses could be built in the wood shop and then sold. A large scale construction project began, and shortly $800.00 had been raised for a computer fund.

A computer, cassette tape recorder and several pieces of software were purchased. The major focus was to use the computer to reinforce skills learned in the classroom. As an example, since the ability to read is one of the most important skills an individual can acquire, it is not surprising that this area of study has received additional attention among our students. Of all the interrelated skills of communication, the skill of reading is the most significant common denominator for adequate achievement in all areas of the curriculum. Kirk, Klieham, and Learner (1978) note that reading is the key tool for maintaining employable skills. They point out throughout their book that reading skills are necessary for achievement throughout life.

Where to begin is a pertinent question as many of our students exhibit a wide range of reading problems. Successful instructional programming, for us, begins with a thorough appraisal of each child's learning strengths and weaknesses. Here we find our computers to be of the great importance as they assist us with analysis of student achievement and the writing of student objectives and IEP's. However their greater contribution is in the instructional flexibility they afford through the individualized programs we can call on. Software programs, written to improve reading skills, have advanced greatly in the past few years.

Behrmann (1984) p. 29 notes that the characteristics of good tutorial software should include the following:

1. A pretest to determine relevant prerequisite knowledge or skills as well as the level of knowledge or skill related to the particular instructional objective of the tutorial.
2. A method of providing immediate feedback to students on correct or incorrect responses.
3. A means of providing correct answers and cues to help learners discover the right answer or the correct problem-solving process.
4. A method of "branching" to a more detailed (task analyzed) remedial presentation or to similar items that allow practice when errors are made by the student.
5. A record-keeping process which identifies the number of errors, the percentage and also supplies an error analysis.

While no one method of reading instruction has been demonstrated to be clearly superior for teaching all handicapped children to read, computer aided and managed instruction can be a powerful adjunct. Mittler and Cain (1984) note that the intent in CAI and CMI programs is to provide the teacher with the necessary information about each child in order to assist the instructional decision-making process and enhance the individualization of instruction. It is most basically a computerized inventory program, maintaining records about instructional objectives, individual learning strengths and weakness, instructional methods and materials, and pupil mastery.

The above is an example of how computers are used as an aid to instruction; in this case reading. Although our students took quickly to this application, they soon began to ask "How can I make a program that can do that?" Our emphasis shifted from computer aided instruction only, to CAI plus Computer Science.

After one year with a computer the educational structure of the program began to change drastically. Many students had become fluent programmers in BASIC. Motivation and interest were extremely high. It became obvious that one computer was not enough.

In the second year, the program acquired three more computers, disk drives and printers. Computers became part of all subjects taught in the school. Computer programming became the most popular subject taught. It was clear that the acquisition of computers and the teaching of computer programming had several important benefits:

—Students were joining together in teams to work on special programming projects, therefore social interaction was improving.

—Students were becoming "experts" and were tutoring youngsters in another program.

—In most instances motivation and attitude took a turn for the better.

The third year of the program brought two more computers, an electric typewriter and a dedicated word-processor. In the Language Arts class, creative writing was stressed. Students were not only writing computer programs, they were now creative writers. Reams of material were written and it soon became apparent that a place to display the creative writing projects and the computer programming was needed.

The first thoughts were of a school newspaper. These quickly changed to a computer magazine; INPUT/OUTPUT was born.

> "INPUT/OUTPUT, is the computer magazine for Citywide Programs, New York City Board of Education. It is created and published by the students and staff of P.S. 25 Annex C, Richmond. . .The goals of the magazine are: to collect and disseminate information concerning Special Education Programs and their use of technology; to provide a vehicle for teachers and students

> to share their work and ideas in the use of technology; and to provide the basis of a Language Arts, Computer Science and Mathematics curriculum. . ."

Source: INPUT/OUTPUT Fall 1985, Volume II, Number I

In the Fall of 1984 the first issue of INPUT/OUTPUT was published. It was a modest twenty page magazine but the students and staff involved in its publication took great pride in their accomplishment. Three hundred copies of the first issue were printed. The printing was done by the students and teachers of the Richmond Occupational Training Center. Free copies were mailed to every special education school and program in New York City.

As soon as the first issue was "put to bed", work started on the second (Spring 1985). The second issue was to be forty pages in length, a considerably more ambitious task. As with the first issue, students were totally involved in its preparation. Several traveled to the New York City Board of Education to interview the Deputy Superintendent of Citywide Programs. This was to be the lead article.

Eight hundred copies were printed the second time. Copies were sent not only to every special education school and program, but were mailed to software vendors, magazines and organizations who were interested in the use of technology as a compensatory tool. The response was most rewarding and our students, in their own eyes, became celebrities.

One of the features in each issue of INPUT/OUTPUT was software reviews. This is not that unusual for a computer magazine. However, these reviews were unique. As part of their Language Arts coursework, certain students were responsible for reviewing software. The critical thinking and critical writing (normally a dreaded task for students) took on a different light. It actually became exciting, especially as software companies sent letters and software to our students for evaluation.

The second issue was very well received. Our program began to take a slightly different turn. Computers somehow were now part of every aspect of the students' education; computer drill and practice in mathematics and reading, computer science and programming, word processing, bi-annual publication of a computer magazine.

Staff received an education as well as students. We began to get a sense of what some of the major issues and questions were concerning the use of technology and the special learner. One such issue which seemed to appear over and over was; "What kinds of software are available for students with special needs? How good is it? How can you tell?"

To respond to this perceived need, in the Fall of 1986, students and staff organized and held a software conference "SOFTAWARENESS I". The focus of the conference was to bring major software companies and their products together with teachers, computer coordinators and other interested parties for the purpose of sharing information on software with applications for the special student. Students were very much involved in the planning and implementation of the conference. The University of Iowa had some very interesting software pertaining to training the special education teacher as well as software which pertained to the speech impaired student. The university was very interested in displaying the software but the distance was too great for anyone to travel for a one day conference. It was suggested that they send the software to our school and we would educate our students to display and explain the software packages. The university was delighted with the idea and the students displayed the software very competently.

The conference was a success. Eighty teachers and computer coordinators attended. Ten software companies attended also. Workshops covering "Criteria For Selecting Appropriate Software" and "LOGO" were offered. The response was so positive that a second conference "SOFTAWARENESS II" is now scheduled for January 30, 1987.

### In Conclusion

INPUT/OUTPUT is in its third year (6th issue). Our students are still actively involved in its publication. Computers permeate almost every aspect of the curriculum. The benefits still remain; increased interest and motivation, an air of cooperation, and an increase in academic performance in Reading and Math. Students with poor self-concepts now view themselves as experts in a specific area. There is a degree of truth in this feeling as evidenced by the following quote from Hilary Coway, Acting Supervisor, Elementary Computer Curriculum, Kanawha County Schools, Carleston, West Virginia:

> "Thank you for the sample copies of INPUT/OUTPUT. I thought that you and your students would want to know that I am extremely impressed with the high quality of your publication. I doubt if you could find a more impressive student computer publication anywhere in the United States."

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# *Governor's Report*

Dr. Judith Bondurant-Utz (402)
Governoring Board Representative

The goal of National Council for the Accreditation of Teacher Education (NCATE) is to establish nationally accepted standards for teacher education. Currently, CEC is the only organization that can set standards for special education for this group. The CEC role, therefore, is to appoint persons to the Board of Examiners to that the parts of program plans reviewed by NCATE for accreditation that address special education can be evaluated and approved. All programs must be approved by the professional association before further steps toward accreditation are taken by NCATE. In some cases a state may choose to do the evaluation and accreditation, is such instances, NCATE must approve the state plan for evaluation. NCATE is the only agency that is recognized nationally by the educational field and by the Department of Education. It is hoped that we will eventually be able to establish a set of essential criteria for certification on a national basis.

# Summary Of Executive Board Activities

Marlene Wechsler (1002)
*(Acting Secretary)*

The New York State Federation of Chapters Executive Meeting was held at the LaGuardia Airport Meeting Room Complex on Saturday, March 7, 1987 from 9:30 - 4:00.

The President, Jed Luchow (498) reported that New York's 2,913 members rank third behind Illinois and California. The President's report on Fall Consortium Convention stated that 378 people stayed at least one night. Next year, the convention will be held again, at the Concord on November 13-15. Plans are being made to move the convention to a different location for the next year '88, which will be convenient for the upstate members. In April, at National in Chicago, a social hour is being planned by New York, New Jersey, and Pennsylvania.

*The Regional Representatives* reported the activities within their regions. In the NYC Region I, membership is growing. At a dinner meeting with Larry Gloeckler seventy people were in attendance. In NYC Region III, an awards meeting is being planned by Chapter 1002 on May 20th which draws a large crowd of 300 or more. The L.I. Region will be having a meeting on May 6th, which should be a beginning of new activities in this area. CEC Chapter 615 has had a successful reorganization. Thirty people attended a presentation with speaker, Dr. Lou Frillman, who discussed computers and technology in Special Education. NYC Region II, The Greater New York Chapter recently sent out a newsletter with a call for non-affiliated CEC members to join the chapter. This year the chapter will be honoring special education teachers at its annual ceremony at the Board of Education. The Teacher's College chapter is running a membership contest with a prize of $100 towards a trip to National in Chicago. The Division on Early Childhood has 150 paid members, co-sponsored an upstate regional conference on February 26 and another on March 28th in the downstate area. The first annual NYS/DEC conference will be at the College of St. Rose, Albany, New York on May 1. The topic is "Play" and there will be more than 29 workshops. The Division of Career Development reported that it is establishing membership and would like to come to board meetings to maintain contact with the state. The Board will have to consider whether it can support the attendance of the affiliates.

*The President-elect, Tom Assenza* (402) reported that membership has rised by 113 in the last six months. The goal for this year is a total membership of 3,000. Susan Gorin (192), Assistant Executive Director Department of Member and Unit Services indicates several requests to initiate new chapters in Warwick, Rome-Keuka, and New York City. One final suggestion concerning membership activities is to identify NY Federation Chapter's 248-assigned members and attempt to move them into appropriate local chapters.

*Vice-President, Lyle Lehman* (19), reviewed plans for next year's convention and asked for papers to be submitted by April 15th. New rates were reviewed and program outlines were presented.

*Governor, Judy Bondurant-Utz* (402), International CEC Candidates for office have been announced. These candidates will be elected by the delegates at the International Convention Delegate Assembly in April. Each delegate will be informed on the issues at the Meet the Candidates Sessions in Chicago. Two staff positions are currently open in Reston: Assistant Executive Director For Professional Development and field based Editor for Teaching Exceptional Children. CEC is planning a conference on the future of Special Education for November 15-17, 1987 in Orlando, Florida. The Finance Committee is examining the dues structure. The Regular Membership dues will increase to $50. The Board makes recommendations for the Governor to take to Reston.

*Pan Coordinator, Larry Banco* (742), reported that *The Gifted and Talented Children's Education Act* died with Congress adjourning. When the Congress reconvenes in January, similar legislation will be presented. The Education of the Handicapped Act (EPA) Amendments of 1986, was signed by President Reagan on October 8, 1986. This legislation provides a new move towards full service for the handicapped children ages 3-5 and establishes a new early intervention program 0-2.

Gramm-Hollings-Rudman is still on the books for the next Congress.

*Ruth Gold* reported that NYS/DEC supported

PL99-457, the amendments to the Education of the Handicapped ACT: New Federal Preschool Program. It recommends that a downward extension of regulations for school age children not be applied to the unique needs of children birth through five with handicapping conditions. This division expects to work with all concerned parties in the State in the implementation of this federal mandate and in the improvement and expansion of existing services.

*The Board* is developing task forces to study and make recommendations for the budget regarding participants at executive board meetings, for taking a position on Early Childhood Legislation in N.Y. State, and on issues related to teacher certification. The Board expects to become more assertive on issues regarding legislation and to keep all of its membership informed of its positions. A greater thrust to increase membership will move the N.Y. State position closer to its goal.

## Professional News

Lee Ann Truesdell (805)

The Brooklyn, N.Y., C.E.C. Chapter 742 is celebrating the professional awards of several members. **Dr. Marcia Singer** (742) and **Charles Fitzgerald** have been chosen as Educators of the Year by the N.Y. Association of Teachers. **Dr. Neil Wasserman** (742), Principal of the Brooklyn Occupational Training Center, was selected Educator of the Year by the Association of Orthodox Jewish Teachers, and **Maureen McElberon,** a unit teacher at the Manhattan Occupational Training Center, one of the 1986 mini grants offered by the New York State Federation of Teachers. Her award allowed her students, who are mentally handicapped adolescents, to market herb vinegar.

The Orton Gellingham method was presented to members of Chapter 742 on Monday, April 6, 1987, by **Mary Buckley**, Assistant Principal of P.S. 48 in Brooklyn and a faculty member at Brooklyn College.

The Greater New York Chapter of C.E.C. (742) will honor special education teachers, paras, and students at a 4:00 p.m. ceremony on May 29, 1987, in the Hall of the New York City Board of Education, 110 Livingston Street, Brooklyn.

We in the Queens College Masters in Special Education Program, are saying farewell to **Dr. Stan Winters** (248) upon his retirement at the end of the Spring 1987 semester. **Dr. Winters** has been active in New York State C.E.C. for many years. He coordinated the Special Educational Program at Queens College for several years. He will be moving to North Carolina where he expects many visits from his New York friends.

*Alice A. Kozen* (402) is now Education Supervisor, The Early Childhood Program, The Robert F. Warner Rehabilitation Center, Children's Hospital, Buffalo, New York.

Hunter College of CUNY, Division of Programs in Education, Department of Special Education announces a Master of Science in Special Education with specialization in severely/multiply handicapped. The purpose of the program is to prepare master teachers to work in programs for severely and multiply handicapped children and youth who are also severely and profoundly retarded. The focus is on development of competencies in course work and practicum in areas including (1) foundations of special education, (2) assessment of handicapped children and youth, (3) curriculum development, (4) professional roles of special educators, (5) affective characteristics of special educators, (6) behavior management, (7) work with parents, (8) and technological applications to SVH/MH learners.

Stipends and tuition waivers are available for full-time study. Additional tuition waivers are available for part-time candidates who are currently working with severely/multiply handicapped children and youth who are also severely and profoundly mentally retarded. Several awards are specifically for bilingual candidates who meet the above eligibility criteria. For further information contact: Dr. Rosanne K. Silberman, Department of Special Education, Hunter College of CUNY, 695 Park Avenue, New York, NY 10021, (212) 772-4701.

New York CEC Chapter 117 at Buffalo State College held its tenth annual Exceptional Experience Week, March 23-29, 1987. The theme was "Changing Seasons" to highlight the changes in special education in the 1980's, the growth of Chapter 117, and the changes in Buffalo with the advent of spring. Mayor James Griffin and Erie County Executive Edward Rutkouski presented Chapter 117 with a proclamation declaring Exceptional Experience Week throughout all of Buffalo and Erie County. Other activities during the week were displays of information and services of many local agencies that serve people with handicapping conditions, a wheelchair football game, a dance marathon, speakers and panels who discussed various aspects of special education.

Chapter 117 designated **Mark Seitz** as member of the month. In conferring this award, the Chapter noted that, "Mark has shown great enthusiasm and effort in our programs and activities. He brings much excitement and 'life' into our chapter and has proven his dedication to the special education field."

*NEW YORK STATE FEDERATION OF CHAPTERS OF*

# *THE COUNCIL FOR EXCEPTIONAL CHILDREN*

## OFFICIAL BALLOT

## 1987

**DIRECTIONS:**

1. Mark an X in the box of the candidate of your choice.
2. All members may vote for Vice-Pres., Secretary and Treasurer.
3. ONLY residents of the Albany, Buffalo, Long Island, Rochester and Westchester regions my vote for the Regional Representative candidate from their region.
4. Ballots are to be returned and postmarked no later than July 1st, 1987 to:
    Bertha L. Perez
    59-35 160 Street
    Flushing, New York 11365

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Information regarding the candidates is printed in this issue of *the Forum.*

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***All Members Vote for One***

***Vice President:***
1. Bernie Kosberg .................... ☐
2. Ruth Gold .................... ☐
3. Other ____________________

**Secretary:**
1. Pat Holbrook .................... ☐
2. Other ____________________

**Treasurer:**
1. Susan Caporale .................... ☐
2. Other ____________________

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***Only vote if you reside in one of the regions. Only vote for the Regional Representative candidate of your region.***

**Albany Region:**
1. Deborah Swallow - Chicorelli .................... ☐
2. Other ____________________

**Buffalo Region**
1. Sharon Cramer .................... ☐
2. Other ____________________

**Long Island Region:**
1. Marlene Wechsler .................... ☐
2. Other ____________________

**Rochester Region:**
1. Kathy Hargis .................... ☐
2. Other ____________________

**New York Region I**
1. Lois Baldwin .................... ☐
2. Other ____________________

Postage
Required

Bertha L. Perez
58-35 160 Street
Flushing, New York 11365

# State Federation Elections

All nominated candidates for State CEC office were asked to please provide the following information a) your current position; b) your service record in CEC (include any work at the local chapter, state federation or national level); and c) a 100 word statement regarding what you have to offer the office you seek.

To vote, please use the ballot on pages 19 & 20 of *The Forum.*

## VICE PRESIDENT

**Bernie Kosberg (615)**

*Current Position*—Executive Director, Ramapo Anchorage Camp, Inc., Box 266 Rhinebeck, NY 12572.

*CEC Participation-Active* member of CEC since 1970; President, Westchester CEC Chapter 615 — 1979-81; Regional Representative NYS CEC, 1982-1983; CEC Program Chair, Consortium Conventions 1980, 1981, & 1984; participant and presenter NYS CEC conferences and international conventions—1976-1985, Assistant Editor, Teacher/Classroom Concerns column for *The Forum* since 1981.

*Candidate's Statement*—I appreciate the opportunity to serve the NYS Federation once again. Motivated by a desire to work toward a more effective and membership responsive state CEC, I offer my energy, dedication, and long standing commitment to our children, their parents, and the members of this human service profession. I believe that if elected, I can make a difference in our Federation and will continue to work vigorously for expanded and improved services for exceptional children.

**Ruth Gold (17)**

*Current Position*—Professor and Coordinator of Special Education at Hofstra University, Uniondale, Long Island.

*CEC Participation*—President of NYS Division of Early Childhood; Faculty Advisor of Adelphi University Student CEC Chapter for many years; and member of CEC for 15 years.

*Candidate's Statement*—I have enjoyed the benefits of international, federation, and local CEC membership for many years. I look forward to maintaining the strengthening CEC in New York State as well as the development of a new state conference format. It is my belief that I can significantly contribute to promoting the goals of CEC membership around the state—assisting professionals in the field of special education so they, in turn, can more effectively affect the lives of those exceptional individuals whom they serve.

## SECRETARY

**Pat Holbrook (117)**

*Current Position*—Teacher, Towne Elementary School, Bates Road, Medina, New York 14103.

*CEC Participation*—State CEC Student President 1985-1986, active on local level, organized and developed Exceptional Experience Month at SUC/Geneseo 1984-85, Regional Representative—Buffalo Region 1986-87.

*Candidates Statement*—I am very proud to be a part of such an exciting and highly motivated organization. My involvement on the local level has given me insight into chapter needs; their development and most of all, their fine accomplishments.

I have seen much growth over these years and even more encouraging, I foresee even greater growth in the future. If elected as Federation Secretary, I would not only bring with me my experience, but also my enthusiasm for this organization.

It would be an honor to serve as a federation officer in New York State, and be involved in upholding the standards that CEC has set in order to best touch the hearts of so many people.

## TREASURER

**Susan Caporale (117)**

*Current Position*—Just graduating with a M.S. in Special Education from SUC/Buffalo. In September, I will be a special education teacher on Long Island.

*CEC Participation*—For the past two years, I have been an active member in Chapter 117 at Buffalo State College. For the past year, I have also been the Treasurer for the New York State Student CEC Board.

*Candidates Statement*—In September when I start teaching, I want to continue to be active in CEC on both the local and state levels. I feel that I am qualified to fill the position of Treasurer because of my experience as NYS CEC Student Treasurer for 1987-88.

## REGIONAL REPRESENTATIVES

### *Albany Region*

**Deborah Swallow-Chicorelli (19)**

*Current Position*—Resource Room Teacher, (LD/ED), Oneonta Jr. High School, Upper East Street, Oneonta, New York 13820.

*CEC Participation*—NYS-CEC Treasurer 1984-87, Consortia Convention Treasurer 1985-1987, NYS-CEC Student Association President 1981-82, and member since 1979.

*Candidate's Statement*—I am interested in serving as the Albany Regional Representative. Only through strong, active local chapters can we hope to have a viable state organization with a voice in shaping state and local educational policies.

As a regional representative, I will be directly involved in strengthening existing chapters and developing new chapters in the Albany region. As a member of the state board, I will work to insure that the needs of the Capital District are being met.

### *Buffalo Region*

**Sharon Farago Cramer (117)**

*Current Position*—Assistant Professor, Exceptional Education Department, State University of New York College at Buffalo.

*CEC Participation*—Active membership in Buffalo State College Chapter 117 and state activities since moving to Buffalo two years ago. New York State Representative, CEC Technology and Media Division (TAM).

*Candidate's Statement*—My goal as Regional Represenative would be to promote a collaborative process in Western New York, to encourage participation by members in a variety of ways: involvement in local chapters, keeping informed about professional opportunities and development, and participation in state and national activities. I am eager to facilitate increased personal identity with CEC among membership through information exchange, and feel optimistic about the level of dedication already evident in our region.

### *Long Island Region*

**Marlene Wechsler (1002)**

*Present Position*—Resource Room Teacher, Chatterton School, 108 N. Merrick Avenue, Merrick Public Schools.

*CEC Participation*—I have been the Regional Representative for New York Region II and am presently Acting Secretary on the NYS CEC Executive Committee. I was a member of Chapter 805 at Queens College for 10 years and am now a member of Chapter 1002 Queens. If elected, I will switch to Chapter 71, Member of national CEC Committee on Professional Development. I also presented at the CEC conference held in Buffalo.

*Candidate's Statement*—If elected, my objective is to educate Nassau County special educators about the purpose of CEC so that they can exert their influence on future developments in the field.

### *Rochester Region*

**Kathy Hargis (19)**

*Present Position*—Director of Special Education and Due Process and Compliance, Rochester City School District, Rochester, New York.

*CEC Participation*—Advisor to student CEC Chapter 19 for eight years, Member of Unit Development Committee of International CEC, awarded the Susan Phillips Gorin Award from International CEC for support to student chapters, awarded NYS CEC Outstanding Service Award.

*Candidate's Statement*—I believe that the foundation of the Council for Exceptional Children is each individual member participating in local chapter activities. As the Rochester Regional Representative, I plan to work to activate chapters in the Rochester area. I also believe that the important role of the regional represenative is to develop a communication system with state CEC officers. This includes sharing ideas with chapters across the state as well as communicating the needs of local members to federation officers. I look forward to the opportunity to work with fellow professionals to meet CEC's primary goal of improving the education of children who are handicapped.

### *New York Region I*

**Lois Baldwin (615)**

*Present Position*—Supervisor of Special Education, BOCES Southern Westchester, Concord Road School, Ardsley, NY 10502.

*CEC Participation*—Regional Representative Southern Westchester past two years, President of the Ohio State Student CEC Chapter, presented at a number of state CEC conventions.

*Candidate's Statement*—As the incumbent Regional Representative for New York Region I, I am seeking reelection. I want to continue my work with the Executive Committee of Chapter 615 in reorganizing and revitalizing our local chapter. In addition, I also want to continue working with the fine group of professionals in New York Region I and those at the state level.

# Consortium Convention 1987

## November 13-15

Lyle C. Lehman, Ph.D.
Coordinator
Resource Center for Visually Impaired
NYSSB Richmond Avenue
Batavia, NY 14020

The theme for the 1987 Consortium Convention to be held at the Concord Resort Hotel at Kiamesha Lake is "Learning From the Past/Planning for the Future." In concert with this theme Dr. Janet Lerner, a nationally known expert in the field of Special Education with particular interest and expertise in the area of learning disabilities, will present a keynote address on Saturday morning.

A plenary session on Sunday morning will feature a panel composed of a representative from the *OFFICE FOR EDUCATION OF CHILDREN WITH HANDICAPPING CONDITIONS, OFFICE OF MENTAL HEALTH, OFFICE OF VOCATTIONAL REHABILITATION, and OFFICE OF MENTAL RETARDATION DEVELOPMENTAL DISABILITIES.* Mr. B. Joseph Ballard, Associate Director of the Department of Governmental Relations for *THE COUNCIL FOR EXCEPTIONAL CHILDREN* will be the moderator for this session. Panel members will focus on planning and future direction of their respective offices related to providing services to children and adults with handicapping conditions in New York State.

Selection of presenters for the approximately 38 individual sessions has been completed. The convention will include sessions on a broad variety of topics which will appeal to various groups of professionals and will cover different areas of handicapping conditions from pre-school through adulthood. The following is a brief sampling of sessions to be included: "Personal Safety Issues for the Developmentally Disabled,""Insuring Learning Success for Secondary Mildly Handicapped," "Resources for You—Human, Print, and Non-Print," "Model of Creativity," "Identification of At-Risk Learning Disabled Children," "Secondary School Programs for Severely Emotionally Disturbed," "Vocational Training Programs for Handicapped Students," "Employment: What are the Real Issues?" "Improving Communication Skills in the Resource Classroom," "Children with Special Needs—Parent Training Series," "Sibling Program-Brothers and Sisters of the Handicapped," "Discipline as a Teaching/Instructional Tool," "Current Issues in Special Education," "Self-Advocacy for Persons with Developmental Disabilities," "Children with Depression: A Suicide Prevention Model," and "Learning to Think: A Special Educator's Approach."

A "PROGRAM HIGHLIGHTS" brochure will be distributed to all CEC members between June 15th and June 30th. This brochure will include a Registration Form for the convention and a Reservation Form for the Concord Hotel.

If you have specific questions regarding the convention please contact: Lyle C. Lehman, Consortium Chairperson, 44 Westview Crescent, Geneseo, NY 14454 (716) 243-3392.

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## CONVENTION PRE-REGISTRATION FORM

The 1987 Consortium Convention will feature national and state leaders with expertise in Special Education as well as fellow professionals who are doing exciting and creative thinking and programming in the field of Special Education. ATTEND the Convention and BRING a PROFESSIONAL COLLEAGUE. Mail your Pre-Registration form soon to insure receiving your CONVENTION PROGRAM AND HOTEL REGISTRATION FORMS.

REDUCED FEE FOR PRE-REGISTRATION (amount in parenthesis reflects registration at the convention.)

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*A Publication of The New York State Federation of Chapters of the Council for Exceptional Children*

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CEC membership applications can be secured from *Regional Representatives.*

Articles, issues editors, and inquiries are welcome by the editor. For a list of future issue topics, write or call the editor. Starting with this issue, *The Forum,* will again be published four times a year.

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# President's Message

Both pride and enthusiasm have prevailed since the beginning of my term, on July 1, 1987, as President of the New York State Federation. It is with great pleasure that I welcome all of you back for another challenging and exciting school year.

Past leadership of the New York Federation has continually improved upon the involvement and participation of the membership and responded to members' needs. It is my personal goal to build upon these well-established foundations and expand our commitment to better serve exceptional individuals.

While issues may periodically change, the overall goal of excellence guides our actions and reactions. Personally, professionally, organizationally—whatever route we select—our combined efforts will further benefit the field of exceptional education. In order to facilitate local-level activities, the New York State Federation is committed to the revitalization of Chapters, the continued involvement of Divisions, and the coordination of activities involving legislative issues.

As existing networks provide a means for improving service delivery systems to exceptional individuals, other connections will have to be made as new issues surface. There is a great potential for increased cooperative ventures with the State Education Department, Social Services and other organizations for a "common cause." Interaction with "general education" will strengthen our ability to improve the quality of instruction for all.

Currently, specific issues regarding the Gifted and Talented, Early Childhood Education and the AIDS Crisis are in the forefront of discussion and action. As the future brings resolution to these, making way for "new" issues, the impetus rarely diminishes. Coalitions may provide even greater strength toward awareness of the issues and their ultimate resolution.

The use of professional development activities will surely foster efforts to identify, and effectively deal with, exceptional individuals' needs. Toward this end, I can't resist the opportunity to "plug" the 1987 Consortium Convention, November 13-15, 1987, at the Concord Hotel. The theme, "Leaving From The Past/Planning For The Future," promises to be another extremely worthwhile event. Dr. Lyle Lehman, NYSCEC President-Elect, and 1987 Consortium Convention Chairperson, indicates that the Consortium Planning Committee has diligently prepared exciting and pertinent topics.

Finally, I'd like to make brief mention of a number of items: The NYSCEC Mini-Grant Program will continue. . .CEC Division representatives will assume even more active roles at the Federation level. . . Membership activities will be designed to move NYSCEC from #3 nationally to #1!. . .AND Congratulations to the newly-elected Federation Officers and Regional Representatives (listed within this issue) who comprise the NYSCEC Federation Executive Board. . .Members—Please let us know how we can better serve you. . .Best Wishes for a terrific year!

# VIEWPOINT

Henry V. Colella, Ph.D. (248)
*Assistant Superintendent for Special Education*
Nassau BOCES
Valentines Road & The Plain Road
Westbury, New York 11590

Since its inception in 1948, the Board of Cooperative Educational Services, or the BOCES OF NEW YORK STATE, has been an influential and vital force in the education of the handicapped.

Throughout the years, BOCES has been at the cutting edge in movements that have ranged from resource room development, open education, psychodiagnostic teaching, outdoor education, deinstitutionalization, delabelization, infant education, computerized instruction, the marriage of the medical profession with education, instrumental enrichment and transition from school to adulthood.

Today, there are 42 BOCES throughout the state and they continue to provide a broad variety of direct and indirect services to local component districts. Functioning as an extension of the services of the local school district, BOCES provides a responsive and responsible effort in meeting the needs of the LEAs' children and youth.

Within the continuum of educational options of placement, BOCES is ideally suited to provide services to the severe and profoundly impaired while the LEAs focus their energy, effort and resources upon the mild to moderately impaired. In that way, no needless duplication occurs. In addition, BOCES is in an ideal position to provide for comprehensive programs in occupational education for the handicapped. Through larger enrollment and added resources, BOCES can offer to more youngsters, a wider variety of job skill options leading to job placement in the competitive world of work.

A major benefit of BOCES is that quite often the handicapped represent the majority population within the BOCES system. Consequently, they receive major advocacy from a BOCES board that may indeed be operating what is tantamount to an entire school system for the handicapped. Administrative specialists in each etiology, such as cerebral palsy, autism, deaf and blind, help insure effective supervision and quality of services. Important to the success of BOCES special education programs is the quality of leadership it attracts. BOCES has administrators who have a working knowledge of specific areas of handicapping conditions, a necessary factor in the supervision of quality programs.

Next year, BOCES will celebrate 40 years of service to the LEAs of New York State. Throughout this period, BOCES has never become institutionalized. Meaningful change has always been possible and so the outlook for the future of BOCES remains everchanging, responsive and bright.

# Unique Problems/ Creative Solutions: Serving the Needs of the Gifted/Handicapped

Mr. T. Mark Costello (37)
Director of Special Education
Putnam/Northern Westchester BOCES
Yorktown Heights, New York 10598

*This article explains in detail how the Putnam/Northern Westchester BOCES responded to the need of their component school districts to provide services for children diagnosed as gifted/handicapped. These programs currently serve nearly 100 children in local school buildings throughout the region by designing IEPs that take into consideration both their exceptionalities. The success of these services has led to their replication throughout the Northeast.*

As all special educators appreciate, the true excitement of our profession rests in the individual differences reflected in the children we serve. For many years both our beliefs and behavior have provided testimony to the fact that a true measure of excellence in a school system is how well they accommodate the needs of children at the extreme ends of the spectrum.

With this in mind, the Putnam/Northern Westchester BOCES has devoted its resources and energy to developing for its 18 component school districts an array of services that stretch their ability to serve the uniqueness of individual children. Late in the 1970's, under the leadership of then Special Education Director, Dr. Paul Irvine, and his assistant, Dr. Donald Coe, BOCES in conjunction with local school districts initiated two separate programs to meet the needs of children who combine a handicapping condition with a special talent or high level of measurable giftedness. The Gifted Handicapped Mentor Program (G.H.M.P.) and the Gifted/Handicapped Special Class Program offer a Committee on Special Education (C.S.E.) the choice of options for providing meaningful services in the least restrictive environment for children so identified. The ongoing support for and rapid growth of these programs is indicative of the accuracy of the perception of the need for such programming by those who initiated these services within the BOCES framework.

In an attempt to better understand the category of children served by these two programs, one is well advised to focus on two extremely impactful variables that jump out from the study of student data. First, the strong evidence that these children possess high potential for success when merely measured by traditional forms of mental ability tests — usually the top 3% on the WISC-R ranging from 120 to 145 IQ scores. Second, the intensity of frustration consistently faced not only by the children, but also by their teachers and parents in dealing with the paradoxical reality of their inability to learn and/or behave consistent with their measured potential. This frustration is either the result of a severe learning disability or the cause of behavioral problems which lead to the designation of the child as emotionally disturbed. In either case, the C.S.E. recognizes the need to involve BOCES professional staff who are skilled in responding to this unique challenge.

As an intermediate unit that operates more than 25 various special education programs serving over 800 children, the Putnam/Northern Westchester BOCES is well equipped to provide our component districts with two distinct options for serving gifted/handicapped children. Let me now describe for you in depth these successful components of our overall service delivery system.

### The Gifted/Handicapped Mentor Program

The G.H.M.P. provides an array of services to school districts with children who are identified as both gifted and handicapped. A list of these services include the following support mechanisms:

- —Aiding special and regular education staff in the identification of those handicapped students who possess special gifts or talents
- —Providing a screening service for students referred by their district C.S.E. for potential entry into the G.H.M.P.
- —Assessing areas of giftedness and self-concept to evaluate student growth prior to, during, and after involvement with the program
- —Developing an Individualized Educational Program (IEP) designed to nurture the child and enhance student skills in the area of giftedness
- —Recruiting, selecting, supervising, and training each mentor
- —Providing a mentor who is carefully matched in talent and temperament to the student
- —Supervising and monitoring each student's program and coordinating with local school staff
- —Providing in-service, information and materials, and "hands-on" help to staff, parents, students, and others
- —Serving as a replication model for interested school districts

The critical variable for the success of the G.H.M.P. is the all-important linkage of the appropriate mentor with the correct student. Mentors with demonstrated skills in arts, sciences, mathematics, engineering, and computers are carefully matched up with students whose developmental levels in these areas and social/emotional needs appear to be congruent and indicate the potential for success.

In this program model, the mentor comes directly to the student's school to provide the service, thus minimizing the interruption to the balance of the student's program. The mentor, coordinator, and school staff become an integrated system of people who are part of the planning, review, and evaluation process.

The first mentor-student meeting is often filled with a combination of excitement, shyness, and an awareness of a potential for self-development. Through regular shared experiences the student comes to depend on the mentor for praise, guidance, advice, and constructive criticism. For many students, the productive nature of this relationship plays a significant role in maintaining their ability to benefit from a less restrictive setting on the continuum of services.

Experience has shown that as attention is paid to both the area of giftedness and the handicapping condition, the student comes to develop a realistic appraisal of his/her abilities and disabilities. Evaluation of this program has shown that students have made significant gains in:

1.) Developing proficiency in their field of talent
2.) Raising their vocational aspirations
3.) Feeling more optimistic about their future
4.) Building confidence in their ability to succeed in school

The G.H.M.P. has been validated by the New York State Education Department as an exemplary program worthy of replication by other BOCES or school districts throughout the state. We have worked with numerous schools from other states along the Eastern Seaboard in designing similar offerings for gifted/handicapped children. The benefits available from recruiting and utilizing this uniquely talented cadre of mentors within our schools brings new excitement to our educational system and offers potential for more creative solutions to the problems we face on a regular basis.

To learn more about the G.H.M.P., I encourage you to contact Susan Levey, Putnam/Northern Westchester BOCES, Yorktown Heights, New York, 10598, 914-245-2700 ext. 371.

## The Gifted/Handicapped Special Class Program

As special education programs throughout New York State took part in efforts to de-categorize their self-contained special classes, we became more sensitive to the learning and behavioral needs of the students thus served. As a result, classes of students who were labeled L.D., E.M.R., or E.D. were replaced by mixed category groups whose academic levels and behavioral patterns indicated some degree of homogeneity. Despite efforts to improve the system through this process, there still remained a small group of exceptional children for whom programming within these classes proved unsuccessful. In response to the needs of these students, the Putnam/Northern Westchester BOCES developed the Gifted/Handicapped Special Class Program which currently serves 45 children in five classrooms located in local school buildings.

Prior to entering this program, the majority of students have experienced failure in a regular class placement and frustration in their special education setting. While in the regular class they were unable to keep up with their peers despite being told they had the potential to succeed at a high level. As members of a special education grouping, they found themselves among slow learners or acting out children with whom they could not identify. These experiences resulted in a traumatic adjustment to childhood and learning both at home and in school.

Upon referral to the gifted/handicapped program, each child for the first time finds himself/herself among others in a small group who experience similar capabilities and disabilities. Highly trained staff with considerable experience provide both structure and spontaneity in designing a wide variety of learning experiences. Each host school welcomes student participation in mainstream activities as appropriate. Counseling, speech therapy, vocational training and a full spectrum of additional related services augment the academic program. A computer consultant visits each class to insure that the "high-tech" potential of each student is being challenged appropriately.

The school psychologist, social worker, and supervisor assigned to these classes meet regularly with the teacher and teacher aide to provide a true team approach in programming for the gifted/handicapped. Contact with the regular education staff within the building is designed in such a way as to cultivate understanding of and support for these unique learners. Working closely with parents provides the staff with meaningful feedback that results in necessary changes in teaching or counseling strategies.

At the secondary level, the high school program offers course work opportunities leading to college entrance as well as career counseling, and involvement in a variety of extracurricular activities. A junior achievement program began this year with much student enthusiasm. We are currently exploring the feasibility of advance placement agreements with colleges who enroll learning disabled students.

The success of the gifted/handicapped program has been the direct result of the energy and enthusiasm of those who are a part of it — students, staff, parents, and local districts. I encourage anyone who is interested in learning more about this service to contact its creative and dedicated supervisor, Mr. Leonard Tuder, Putnam/Northern Westchester BOCES, Yorktown Heights, New York 10598, 914-245-2700 ext. 360.

In addressing the issues involved with serving the gifted/handicapped children of our region, the Putnam/Northern Westchester BOCES has come to realize that these students most likely possess the highest potential to benefit from special educational services. While providing these services under the rubric of special education, we also recognize our responsibility to work with the regular education system in expanding its capability to respond to individual differences in children. By modeling successful teaching methodology and behavior for our regular education peers, special educators have broken significant ground upon which to build the quality educational programs of tomorrow.

The two programs I have outlined in this article are perfect examples of how an intermediate unit (BOCES) can develop and provide services which individual school districts might find impractical to initiate. By pooling multi-district resources to meet a common, yet unusual need, best exemplifies the true value of BOCES leadership. While our focus in special education recently has been more on compliance than on creativity, the emphasis of our efforts must continue to be the search for imaginative solutions to the complex problems our atypical students bring to school on a daily basis.

# An Effective Educational/ Mental Health Program For Emotionally Disturbed Adolescents

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*This program has put the concept of interagency linkage to life by joining forces with the Sagamore Children's Center, a part of the New York State Office of Mental Health.*

*In the combined program, BOCES III provides comprehensive educational services to the students enrolled while, simultaneously, Sagamore personnel provide intensive therapeutic services to students and their families.*

BOCES III, serving eighteen component school districts in western Suffolk County, began a new educational/mental health program effective September, 1986. The program is located within space rented in a wing of the Smithtown School District's Central Office. This new program is designed to serve a population of adolescent youngsters ages twelve through eighteen. These youngsters have been classified as emotionally disturbed and have had limited, if any, success in former educational placements. The common denominator among all students who have been enrolled is that they have experienced significant problems within the family unit. The majority of the students who are being served demonstrate an ability to perform successfully in school and achieve a high school diploma and yet, based upon their various problems, have fallen well behind in their school performance. Many of the students are severely depressed, school phobic and, in some cases, have expressed suicidal ideation.

Administrators throughout New York State have heard the phrase, "interagency linkage," for the last several years. Unquestionably, the notion of serving people, both school age children and adults, by having various agencies and governmental bureaucracies work together is a concept which deserves our full support. The new BOCES III program has put the concept of interagency linkage to life by joining forces with the Sagamore Children's Center, a part of the New York State Office of Mental Health. In the combined program, the Special Education Division of BOCES III provides comprehensive educational services to the students enrolled while, simultaneously, Sagamore personnel provide intensive therapeutic services to students and their families. It is the collective hope of both agencies that by working together in a unified manner they will maximize the services which they are providing to the students within the program.

All students served are placed through the action of their local Committee on Special Education. A prerequisite to admission is an understanding and agreement by both student and parent that the youngster will be simultaneously admitted into the Office of Mental Health system by being placed in the Sagamore Day Treatment service. Educational services are then implemented by the special education staff located at the school. Clinical services provided free to charge to both parent and district are offered by various personnel from Sagamore who are also housed within the new facility. During its first year of operation a maximum student enrollment was set for thirty students.

All students served are placed within an Option III, 6:1:1, class configuration with appropriate school support provided by BOCES. The Office of Mental

Health offers clinical support to these thirty students by the assignment of two full-time social workers, one full-time psychologist, a half-time psychiatrist and a half-time community health nurse to the site.

We are most encouraged after opening our door in September to find that the maximum enrollment of thirty students has already been reached. Feedback from local component school districts has clearly demonstrated not only the success of the program but the need to examine expansion to serve younger children. Discussion is currently underway to examine not only expanding the numbers and ages of students to be served next year but to also explore developing a transitional program in which youngsters would return to a local educational setting with the mental health support following them.

Preliminary evaluation of this new service, points to the fact that youngsters who might have dropped out of the educational continuum or might have ended up within a residential service, are being helped. The intensive intervention being offered is clearly making a difference not only to the youngsters enrolled within the program but to the entire family structure as well.

---

# The Alternative Learning Program

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*The Alternative Learning Program (ALP) is unique in that handicapped teenagers attend school on the Greenvale Campus of the C.W. Post Center of Long Island University. The student of ALP are primarily school phobic who have had a previous history of nonproductivity in school. The teachers are dually certified in general education and special education. The program is highly structured with an emphasis on individual and group counseling. The marriage of university and public school resources has been beneficial and signals a new era of interagency linkages.*

"I was like a crazy lady trying to get her out of bed. Now I find her looking forward to going to school. She is not wasting her life. She is now content and happy."

These words were spoken by the parent of a 16 year old teenager who now attends a Nassau BOCES new Alternative Learning Program (ALP). This innovative secondary level program serves 36 high school age adolescents identified by their Committees on Special Education as having above average intelligence but having handicaps associated with emotional and educational deficits.

The ALP program is the first in New York State to provide a high school education for the handicapped at a college site. Housed on the Greenvale Campus of the C.W. Post Center of Long Island University, ALP offers a noncompetitive environment that stimulates academic achievement and encourages students to seek postsecondary education. Students have complete access to the stimulating environment of the college setting and profit from having college students as role models.

**Students**

The Alternative Learning Program is offered for students who

... having above-average intellectual potential and are capable of acquiring their high school diplomas
... have difficulty in relating to traditional high school experiences
... demonstrate difficulty in peer or adult relationships
... are poorly motivated
... are considered school resistant
... need counseling, psychological intervention and intensive support to succeed.

While students are at or near grade level, they have had a history of nonproductivity in school. Their behaviors include a wide variety of problems: nonagressiveness, school withdrawal, school phobia, anxiety reactions, oppositional behavior, academic inhibition, separation from parents and depression.

**Curriculum**

The curriculum for the Alternative Learning Program:

... allows students to meet the Carnegie credit requirements of the State of New York for a high school diploma
... follows the core of traditional course offerings for high school, including math, English, science and social studies
... includes, when appropriate, courses taught by C.W. Post faculty members in such areas as computer science, psychology, library science, fine arts and physical education.
... includes a range of electives and possible

mainstreaming opportunities in selected college courses.

... is supplemented with extracurricular activities.

In the fall, Spanish will be offered as a foreign language requirement. Each student receives counseling on an individual basis once a week while group rap sessions, led by psychologists are held on a scheduled basis.

**PROGRAM**

The Alternative Learning Program offers:

... a noncompetitive, yet highly structured and supportive environment

... small classes with intensive individual instruction and supervision

... academic learning reinforced with remedial help and supported by related services as required

... a departmentalized school experience that encourages self-reliance and motivates students to consider postsecondary education.

**STAFF**

The Alternative Learning Program is staffed by experienced teachers who are dually certified in content-subject area and special education. The staff includes—

... a full-time special educator also certified as a high school math and science teacher

... a full-time special educator also certified as a social studies/history teacher

... a full-time special educator also certified as an English teacher

... a full-time clinical psychologist

... a half-time math specialist

... 4 full-time teacher aides

... part-time university specialists in psychology, computer sciences, library services, ceramics and physical education.

All staff were handpicked from the BOCES existing faculty and demonstrated a caring attitude associated with skilled teaching competencies. They not only guide students toward greater independence and maturity, but also assist parents to understand and support their sons and daughters.

The psychologist coordinates the daily activities of the entire program. One of his most important responsibilities is to assure, through a screening process, that no student enters this program who cannot benefit from its course of instruction. No acting out or aggressive students are accepted regardless of pressure from parents or LEAs alike. Parent education sessions are held regularly and follow-up sessions are held with students and family according to individual needs. Close contact among staff, parents and students is maintained. Staff meetings are held with the psychologist, teachers, aides and the off-site administrator twice weekly, discussing such topics as curriculum, planning, student progress, behavior management systems and the Individualized Education Programs.

Parents report that the program is supportive and meets a need for young people who in the past had fallen into the cracks. Students who had difficulty sitting for more than 5 minutes in a class now attend school for complete days. In fact, parents report that youngsters who were diagnosed as school phobic now refuse to miss school. The students appear sensitive to each other and influence each other to succeed.

**CONCLUSION**

The adult environment of a college campus has been a contributing factor in the success of the BOCES Alternative Learning Program. Nine out of 10 first graduates have entered four-year colleges. The presence of the students in an adult environment helped them focus their lives and begin to think about realistic goals worth pursuing in adulthood.

The ALP enrollment is intentionally kept small to insure manageability and quality. Peer tutoring is encouraged. Telephone contact with parents is maintained to provide follow up on the students' educational progress. As the program continues to develop, it will experience further benefits from university interns in speech, psychology and special education. In turn, the university will benefit since some of the ALP students will no doubt continue their higher education at C.W. Post.

It is evident from the comments of parents, faculty and students that they take pride in this program. Students speak of the benefits of going to school in an atmosphere conducive to learning and growth. Parents are the most outspoken in their assessment of how the program has changed the lives of the students and the faculty sees progress and growth daily.

The program's relationship with C.W. Post has been most positive and rewarding. Support from the Dean of Education as well as the entire faculty of the Departments of Fine Arts, Speech, Reading, Physical Education and Special Education have been instrumental in fostering the acceptance of the ALP youngsters within the mainstream of the college campus. The overall experience is an excellent example of universities reaching out to the real world of the public schools.

## Book Reviewers Wanted

State CEC members who would like to review books for *The Forum,* please send name, address, telephone number, and vita to:

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*Assistant Editor/Literature Review*
Director
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Samuel Field YM YWHA
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# The Transitional Service Program For Secondary Special Education Students

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***The Transitional Service Program addresses pre-vocational and career education as a structured component of the classroom curriculum. It is aimed at motivating special needs students toward preparation for the world of work through a variety of career exploration activities.***

The Cortland catchment area of the OCM BOCES serves students from several local school districts who have been identified by the Committees on the Handicapped as having moderate or severe handicapping conditions. Students are served through self-contained option II classes at the primary, intermediate, junior, and senior high school levels, and housed either in district buildings or at the McEvoy Center in Cortland. Those served in the component districts are mainstreamed as appropriate and receive academic and functional skill training at levels indicated on IEP's developed from CSE recommendations. Students also may be mainstreamed in the Occupational Education courses which are offered at the McEvoy Center.

The Transititional Service Program addresses pre-vocational and career education as a structured component of the classroom curriculum. It offers all eligible students the opportunity to experience on-site vocational training in a variety of settings, adding the element of choice to the final selection of a vocation for disabled students. Community work sites help to integrate special education students into the community, affording students the opportunity to work with and learn from typical peers while also allowing members of the general community to witness the abilities of the student with a handicapping condition. On-site vocational training, carefully planned and implemented, results in eventual gainful competitive employment for a large segment of the special education population. Students in such a program have a better chance of becoming productive citizens, contributing to the general welfare rather than only receiving from it. Not the least of the benefits from this program is an increase of self-esteem and dignity for the disabled with a concomitant improvement of attitude in the general population.

The Transitional Services Program is aimed at motivating special needs students toward preparation for the world of work through a variety of career exploration activities. This program has evolved over a number of years and has expanded to include a career education course of study in the classroom as well as the following related components.

The *Pre-Vocational Training Program,* for all self-contained special education students aged 14-21, is conducted at the McEvoy Educational Center in Cortland. This component is used to assess and analyze students' interests, aptitudes, abilities and special needs. Skill areas taught in this component relate to the local labor market. Skill areas include: Commercial/Industrial Housekeeping and Laundry, Fast Food Preparation and Food Service Clean-up, Retail Stock, Sales and Inventory, and Custodial/Janitorial and Maintenance.

After completion of Pre-Vocational Training, students advance to *On Site Vocational Training* in the local community. Scheduling of students is done on an individual basis (2-10 hours per week), with transportation provided to and from the training site by the school. Emphasis is placed on the student's work attitudes and the possession of work skills developed through observation and instruction at the training site. Job coaches are available to work one-on-one with students who require additional instruction and supervision. This component provides realistic information regarding the student's strengths/weaknesses and interests as well as his/her ability to relate to individuals outside of the school environment, thus providing the program staff with valuable information for future training and eventual work study or job placement.

The *Work Study Program* is a work oriented school program which allows students in their last year to participate in paid part-time employment while attending school. Students selected for this program spend part of each day in school and the remainder in an approved part-time job. Some of these students will be clients of the New York State Office of Vocational Rehabilitation and employers may receive reimbursement for a portion of the student's wages.

Job Placement Assistance is available for students who are interested in summer employment as well as full-time employment opportunities.

### Project Goals and Objectives, Project Activities and Timelines

The major goal of the project is to ensure competitive employment for disabled graduates of the Cortland based BOCES Special Education programs.

**I. Objectives**

1. To develop and maintain community vocational training sites for students, ages 16-21.
   a. A job facilitator locates and cultivates community sites where on-site vocational training would be a useful service for both the student and employer.
   b. Training sites are as much as possible within walking distance of the student's home school or the school where he/she is housed, thus preventing undue transportation complications.
   c. The job facilitator acts as liaison between the school and the local business community, providing feedback to school staff regarding the needs of the employers relative to vocational training for disabled students.
   d. The job facilitator acts as a resource person for job coaches.
   e. The facilitator with the assistance of other staff provides training (pre-service and in-service) for job coaches.

2. To place students part-time, on community work sites, beginning at age 16.
   a. 16 year-olds work the equivalent of one day per week in the community.
   b. Training sites change at the beginning of each semester to allow for exposure to a number of vocational settings.
   c. Job coaches assist students at work sites in order to assure student success - as in most job coach modes, coaches gradually fade and on-site supervision becomes the model.
   d. As a student's needs and performance indicate, work hours increase gradually each year until in the student's final year of public school he/she is working in the community 90% of the time, in the classroom 10% of the time.
   e. A student's placement in the final year of public school becomes or leads to a paying job upon graduation

3. To offer students career education as a component of classroom academics/activities of daily living skills.
   a. Classroom teachers introduce students to a variety of work possibilities utilizing books, pamphlets, films, resource people from the community, field trips, and other methods.
   b. Classroom teachers teach students to understand and use materials and situations common to the work world such as applications, social security, and other forms and interviews.
   c. Classroom teachers and/or occupational education teachers offer pre-vocational skills specific to work setting in which students will be training.

4. To involve parents in program philosophy and planning.
   a. To discuss vocational options with parents when writing annual IEPs for students.
   b. To conduct monthly meetings for parents to further acquaint them with options for aging-out students.
   c. To utilize parents as community resource people.

5. To provide in-service and conference opportunities for teachers and other staff members to extend skills in the areas of career education and vocational training, particularly on-site vocational training.
   a. Local area in-service at the BOCES facility.
   b. Regional conferences and/or workshops.
   c. National conferences.

**Current Program Status**

**Pre-Vocational Training Program** — 52 students from junior and senior high self contained classes.

**On-Site Vocational Training** — 38 students are currently placed at community sites.

**Vocational Training Sites** — 28 local employers are currently participating in this program. Sites include: motels, nursing homes, construction companies, a florist shop, a farm, an auto salvage company, local schools, grocery stores, and Cortland County Agencies.

Training areas include: hotel/motel maids, laundry and housekeeping, carpenter's helper, grounds keeping and maintenance, farm help, janitorial/custodial, child care, animal care, dishwashing and kitchen clean-up and supermarket stock clerk.

**Mainstreamed Occupational Education** — 17 self-contained senior high school students are currently enrolled in Auto Mechanics, Building Trades, Food Service, Auto Body, Greenhouse/Landscape, Tractor/Diesel Mechanics, and Metal Technologies.

Assistance is provided by 2 resource teachers, with the Coordinator of Transition Services providing guidance counseling.

# Project New Life: A Student Improvement Program

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*PROJECT NEW LIFE is a program of activities that combines improvement of three areas: student behavior, school climate, student learning.*

*A primary goal of PROJECT NEW LIFE is the provision of an academic and behavioral development program designed to help students who have been deemed "unsuccessful" in traditional school experiences.*

## BACKGROUND

Project New Life was introduced about three years ago and extensive training has been conducted with a commitment at all levels of the organization. It is a total effort of the staff and administration of the Rockland County BOCES programs for youngsters with emotional handicaps.

Project New Life is currently being implemented in three alternative settings as well as the Basic Occupational Education Center operated by BOCES. Its inception was based upon the premise that students in trouble should have the genuine opportunity to redirect their lives by learning success-making life skills that have eluded them in the past. This means the school staff must regard their own work as more than trying to teach reluctant learners and coping with behaviorally difficult youngsters. They have a different vision with new methods and goals to reach these youngsters. The vision is called Project New Life and the method for teaching it—Responsibility Education.

Project New Life is a student improvement program based on the psychological principles and educational practices of Dr. William Glasser's Reality Therapy. The philosophical foundation of this project is the notion that behavior is derived from a set of basic psychological needs that all human beings possess:

1. belonging (group acceptance)
2. self esteem (recognition, and peer status)
3. fun (accomplishment, reaching ones goals)
4. freedom of choice (staying "in control of ones life)

## DESCRIPTION

### I. Improving Student Behavior

An important aspect of the curriculum is the therapeutic system termed Responsibility Education.

This program of student improvement was developed by Doug Naylor of the Education Training Center, a Division of the Institute for Reality Therapy, Long Beach, California. This system helps students develop self-discipline by guiding them to understand that they are responsible for their own behavior and for the consequences of their actions. Key features of this system are the Growth and Corrective Programs.

Within the Growth Program, students are able to attain four success levels achieved by sustained appropriate behavior. Each success level is accompanied by increased rewards or privileges. When a student has taken effective control over his or her behavior (i.e. contract status) the school staff and the student may explore the possibility of returning the student to his or her local school district. When students enter into "Contract Status", or the fourth success level, they meet with school staff members who help the student make and successfully complete contracts that satisfy the academic and behavioral needs that have been outlined in the student's Individual Education Plan. In eight week cycles, the student moves toward initiating and implementing his/her Personal Education Plan (PEP).

With the Corrective Program there are four different levels of time out for students who choose inappropriate behavior. When a behavior is determined inappropriate, the student chooses a time out area ranging from the classroom to a meeting with a counselor. An analysis of the behavior takes place by the student and, if necessary, with the teacher. Time out allows the student "time out" for an introspective view of his or her own behavior and makes the student an active partner in his/her own growth process.

### II Improving School Climate

Increasing student success in school is the most effective way to improve the climate of a school. In order to establish and maintain a positive emotional climate, a series of activities (mini-projects) have been developed. One strategy utilized has been the creation of Climate Improvement Teams (C-I Teams) made up of up to five students with a teacher or two as sponsors(s). In the first C-I Project, students are invited to participate by the project sponsor(s). Later, as successful projects build school spirit, students are invited to submit projects of their own and the sponsor becomes a faculty representative and project advocate instead of project leader.

III. **Improving Student Learning**

New teaching and learning strategies that improve every student's chance to learn have been developed. One such strategy is Student Learning Teams. Student Learning Teams optimally function with 4-5 students at different age levels, led by a faculty sponsor. These teams meet at regular intervals in order to help their members overcome learning and school related problems. The Student Learning Teams become support groups for their members and in team meetings the members learn the skills of goal setting, planning, acting on a plan and measuring success.

A variety of other motivational and success producing methods have also been undertaken such as the student journal and the success blitz.

## SUMMARY

Through Project New Life, new teaching and learning strategies have been implemented which improve every emotionally handicapped youngster's chance to learn.

This has required the development of a guiding philosophy; program goals to implement the philosophy; a system of strategies and practices to reach the goals; a success producing plan of action; people who know what to do and how to do it; and someone to manage the total program.

Responsibility Education in a school setting creates a positive involvement between students and teachers; deals with present behavior (not past events); teaches students how to be responsible for improving their lives at school and gives them new ideas and effective adult support.

The three components of Project New Life: improving student behaviors, improving school climates and improving student learning may be adapted to any school setting.

# The Computerized IEP: A Tool for Student Progress

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*How do you make the IEP a useful tool in the classroom and at the same time use it as a longitudinal record of student's progress?*

*BOCES II pondered this question and concluded that the only way to control massive amount of data and make them meaningful was with a computer.*

Over the last several years, the IEP has emerged as a specific record of student achievement in the classroom. This record should be an accurate portrayal and projection of the student's learning and achievement during that school year. However, the information it provides is generally useful for that year only and has little connection with previous testing or objectives. Even with the advent of the Phase I, the Phase II of the IEP still has limited use in the projecting and tracking of student growth. So the question remains, how do you make the IEP a useful tool in the classroom and at the same time use it as a longitudinal record of student's progress?

In 1979, BOCES II pondered this question and concluded that the only way to control massive amounts of data and make them meaningful was with a computer. Thus began a three year developmental plan to computerize the entire BOCES II IEP process. The important issue in the development of this first computer system became: how could a system which incorporates several dimensions be developed? Important factors included the following:

. . .individualization
. . .developmental
. . .standardizing an approach to testing and follow up
. . .covering the entire gamut of special education needs for a wide variety of students (B-21) with very differing handicapping conditions
. . .capable of being used by regular school districts
. . .usability as an administrative management tool.

The second issue to be decided was: how, and what objectives or data should be entered in the computer? Standardized testing procedures were developed with input from teaching staff. Some of the testing included in the system today are:

- Stanford Diagnostic Tests
- Key Math

- Behavioral Characteristic Programs (BCP)
- System Fore
- Portage
- CIMS

Long and short term behavioral objectives were developed to correspond to the individual test items. A student's IEP could be compared to a single testing item looking for strengths and weaknesses. The system was also designed to have the objectives set up in developmental sequences of skills, allowing the teacher to test in one system and, if needed, have the results printed in another testing system. For example, a student could be tested on the Stanford Diagnostic Math Test and the objectives printed corresponding to age and grade equivalents from the Key Math objective field. Thus, a student entering BOCES II from a school district could be placed within an appropriate objective system and achievement level even if the test data sent by the district was from another testing system.

Next, standard state curricula were entered into the system. These computer fields included:

- social studies
- diploma bearing courses (Carnegie course work needed for a regular high school diploma)
- general studies
- science

Additional long and short term objective fields were developed for:

- hearing
- vision
- infant skills
- occupational therapy
- early childhood
- physical therapy
- social behavior
- speech
- physical education
- art
- writing
- music
- functional mathematics
- vocational
- life skills
- adaptive physical education
- high school electives

Over the last 5 years, BOCES II has developed and utilized this totally interactive computerized system. It now contains over 250,000 objectives arranged in developmental sequences. The system can be used with infant, pre-school and school-age children, and provides an historical record for future reference. Presently 8 local districts in the BOCES II region, and one BOCES, use the system to write and keep track of over 8,000 special education students. A user's group has been established to enhance the system with ongoing revisions and addition of new sub-fields which incorporate all the new mandates of the Part 100 Regulations. Even with all these large testing bases and vast objective fields, teachers still have the right to add additional objectives to meet the individual needs of the students in their classrooms.

Keeping in mind that one of our original goals was to reduce paperwork for teachers, the data entry has been designed to make the life of the teacher much easier. BOCES II original IEP's were hand written then typed by a central word processing center. This procedure took 20 typists working nearly around the clock for 3 weeks. There were numerous disagreements between the typist and teacher on what was written and what was typed. Now, the teacher just has to indicate the objectives for a student on a scan sheet. The sheet is then scanned into a central computer. A rough copy is returned to the teacher within a few days and a final copy is printed after the teacher approves rough draft. The system, with teacher input, will automatically date and store objectives as they are completed in the classroom thus establishing a longitudinal record based on developmental achievements. This historical record can be accessed by a new teacher to see what the child has achieved in his previous special education placement(s).

Although originally designed for IEP development, the present system also incorporates other management data including:

- 72 individual files containing information such as name, address, home/school district, testing data, etc.
- attendance system
- evaluation due dates
- billing for tuition, individual evaluations, and individual related services sessions
- compliance monitoring of SED regulations
- daily monitoring task
- related service coordination
- development of state mandated reports
- arrangement of transportation route (Bennett 1982)

In addition, seven major BOCES II facilities are linked via modem to the Special Education Texas Instrument (T.I.) mini-computer utilizing IBM AT's. Data from the central storage (T.I. mini) are downloaded to the off-site IBM AT's. The data are messaged at the remote sites and transferrerd back to the central processing unit (T.I. mini). The remote sites also have the capacity to scan IEP data into the computer and print out the final IEP at the site.

These same microcomputers, when not being used to encode, retrieve, or manage data for the management or IEP system, are stand-alone word processors. These word processors are the primary "typewriters" used by the secretarial staff to update the management and IEP systems and to complete their normal clerical duties. Further, these IBM's are used as bulletin boards between remote sites and the Special Education central office, acting as an electronic mail system (Toole, Copel, Fogarty 1986).

Recently, BOCES II Special Education Division, working in conjunction with the BOCES II Planning Division and L.L.W. Associates, has been awarded a research grant from the Bureau for the Handicapped in Washington based on the historical data in the current BOCES II IEP system. The study is directed towards identifying factors related to excellence in special education using a validated IEP system as an outcome measure. Based on this research study it is hoped that standard measures can be developed which predict student success in special education programs using IEP achievement and objectives as the criteria for student growth.

(BOCES II - BEH #84 023-11-6000 129)

In conclusion, the BOCES II IEP system has become a useful classroom tool for the teacher. It gives the teacher a standard against which to measure the child. It provides numerous criteria based developmental objectives which can be used to help diagnose the child's learning problems. It keeps track of the child's achievement progress over the years. This information helps the teacher and administrator make decisions and recommendations for future placements and appropriate services for the child (Hunt, Goetz, Anderson, 1986).

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# Innovation in Diagnostics: An Interdisciplinary Diagnostic Team (IDT)

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*The Steuben-Allegany BOCES Interdisciplinary Diagnostic Team is a child evaluation team composed of professionals representing multiple disciplines which interrelate to influence and determine a child's behavior, feelings and physical well being. Recommendations, done with a knowledge of local resources are practical and can be easily implemented by component district personnel.*

Steuben-Allegany BOCES is comprised of eighteen school districts in the Southern Tier of New York State. Most districts are rural and at least an hour's drive from an urban center. Providing general special education services has not posed particular problems for our component districts. However, special educators in the county have noted special problems in providing appropriate and comprehensive diagnoses, special education and related services to handicapped children from low incidence populations, students who exhibit unusual behaviors and students with indications of multiple handicaps. We identified two specific difficulties in the area of diagnosis of these identified students:

(1) **Transportation and time**
Getting students to diagnostic centers in urban centers requires several trips, each taking a full day of a professional's time, or in some cases, just driving the youngster (and parents) to the diagnostic center has required much time.

(2) **Practicality of diagnoses**
Many times we have experienced frustration with recommendations from diagnostic centers located in urban areas. Frequently, the recommended related services and/or special education are not available in our rural area at the recommended levels of frequency and intensity.

Two years ago, we decided to bring together our own group of professionals representing many different disciplines and to train them to work together as an interdisplinary diagnostic team.

The Steuben-Allegany BOCES Interdisciplinary Diagnostic Team (IDT) is a child evaluation team composed of professionals representing multiple disciplines which interrelate to influence and determine a child's behaviors, feelings and physical well being.

The purpose of the team is to provide interrelated diagnostic information on multiply handicapped children to school districts so that the best decision on educational programming may be made for each child.

Represented on the team are the disciplines of psychology, speech and language, physical therapy, socialization and development, special education instruction and medicine.

Children who would be appropriately referred for an IDT evaluation are children who are multiply and/or severely handicapped; children of low incidence handicaps such as autism; children who are not benefitting from their current special education placement for whom more evaluative information would be helpful; and, children for whom diagnostic information in certain areas such as physical therapy and medicine cannot be obtained at the local district level.

**Team Composition**

Team members include a Team Coordinator who acts as the IDT contact person with local CSE's; a School Psychologist who also functions as team leader during team conferences; a Physical Therapist; a Speech Therapist; a Special Education teacher; a School Nurse Practitioner and a Developmental Pediatrician. Each team member is responsible for collecting information and conducting assessments within his or her own discipline and for summarizing the information for integration into a final assessment report which is prepared at a team conference.

**Team Training**

The IDT spent a six month period of time training to work together. At an initial all day meeting, each team member shared with others the type and purpose of assessment information he/she collects with information and demonstration of specific assessment tools. At several subsequent meetings, the team worked on integrating information from hypothetical case studies. The team was then ready to do "practice" assessments on several students. To do this we talked with CSE chairpersons and explained that we would be available to provide a multidisciplinary assessment on students with multiple problem behaviors and that we expected the process to take longer than usual because the IDT would be using the assessment to learn how to integrate information. We stressed that the individual assessments were not "practice"; they would be done by certified experienced specialists. However, the integration of the information and the feedback to the CSE would be "practice" as part of our IDT training.

These "practice" assessments proved very beneficial for debugging forms and procedures as well as serving to learn to work together more effectively and efficiently as a team.

**IDT Procedures**

In order that the IDT be used to integrate with and supplement local district evaluation staff, communication about the IDT purpose and procedures for using IDT services were important to establish with local CSE's. We identified five stages in using IDT services for which procedures were established:

(1) **Preliminary Actions**
  a. The Chairman of the local district CSE calls the IDT Team Coordinator to discuss the possibility and appropriateness of a specific evaluation. (This provides immediate feed-to the CSE on timelines, etc., *before* official CSE action recommending evaluation.)
  b. The local district CSE discusses the proposed evaluation with the child's parents and gets written permission for the evaluation.

(2) **Official Request**
  a. The CSE chairman fills out an IDT INTAKE FORM.
  b. The CSE chairman fills out an EVALUATION PRESCRIPTION SCHEDULE and attaches copies of all existing reports on the student. These reports include completed speech and language tests and reports, teachers observation data, school health records, outside medical reports, signed release forms, and signed doctors' physical therapy prescription forms.

(3) **Evaluation**
  a. The IDT Team Coordinator and Team Leader write an Evaluation Prescription and send copies to the local district CSE and all team members.
  b. The IDT School Nurse Practitioner sets up a parent interview to collect social and development information.
  c. The evaluations are completed by team members.

(4) **Synthesis and Feedback**
  a. Following completion of the evaluations, the IDT Team Leader schedules a team meeting to prepare the final report.
  b. The IDT Team Leader with other designated team members presents and discusses the report with the parents.
  c. The IDT Team Leader with other designated team members presents the report at a local CSE meeting.
  d. The IDT Special Education Instructional Specialist assists school personnel with education management and instructional suggestions.

(5) **Follow-up**
  The IDT re-evaluates or provides follow-up as requested by the local district CSE and as specified in the final report.

**Team Status**

We are in our second year of operation. We offer comprehensive evaluations of students in our BOCES Option 4 multiply handicapped classes to component district on request. Additionally, the team evaluates students who meet the criteria for IDT evaluation and reports back to CSE's, parents and teachers.

Feedback from our component districts has been very positive. We have locally filled a diagnostic gap (local district evaluators have very little experience with multiply handicapped students); we obviate the need to transport children long distances for diagnoses; and, our recommendations which are done with a knowledge of local resources, are practical and can be easily implemented by component district personnel.

# Governor's Report

Dr. Judith Bondurant-Utz (402)
*Governing Board Representative*

In Chicago in April at our International Convention the following individuals were elected by the CEC Delegate Assembly to serve on the CEC Executive Committee: First Vice President, Harry Dahl, a regional coordinator of special education in Saskatoon, SK; Governor-at-Large, Marilyn Johnson, the Director of the Native American Research and Training Center in Flagstaff, AZ; and Governor-at-Large, U.S., Verna Snell, a director of Special Education Schools/Juvenile Hall Schools in Fresno, CA.

A summary of action taken by the Delegate Assembly included:

1. A small dues increase of $4 for regular and retired members and $6 for husband/wife members was approved effective July 1, 1987; student member dues will remain the same;
2. Beginning July 1, 1988, the U.S. dollar will be the only base for transactions by CEC except that Canadian CEC and CEC units in Canada may utilize another monetary unit for their internal transactions;
3. The Division for Research (CEC-DR) was established and will be CEC's 14th subject-specialty division as of July 1, 1987;
4. The Canadian office will be expanded to better serve the needs of CEC members in Canada;
5. CEC, through amendment of its Articles of Incorporation, will be eligible to seek tax exempt status through the US Internal Revenue Service;
6. During an annual convention, delegate votes may be moved by a delegate to an alternate, or vice versa, even after the unit's votes have been registered at the convention;
7. The CEC trust fund, as required in the Bylaws, has been eliminated;
8. A proposed award honoring an exceptional student has been sent to the Honors Committee for further study;
9. A formula for setting membership dues, and other dues-related policies, has been adopted for implementation on July 1, 1989; and
10. Resolutions honoring the work of CEC archivist June Robinson and Canadian CEC Executive Secretary Don Warren and the life of Assistant Executive Director Herbert Prehm were adopted.

DON'T FORGET: THE 1988 INTERNATIONAL CONVENTION IS IN WASHINGTON, D.C. (MARCH 28 - APRIL 2). REGISTER YOUR CHAPTER'S DELEGATE VOTES AND BE A PART OF THE DECISION MAKING.

# *Executive Board Minutes*

Marlene Wechsler (1002)
*(Acting Secretary)*

Summary of the Executive Board Meeting held June 13, 1987 at the State University College at Buffalo, New York.

Barbara Service, Dean of the Faculty of Applied Science in Education and Governor-at-Large U.S. addressed the group. CEC is a financially stable international organization with 51,000 members. Issues of Teaching Exceptional Children will be increased as will other services.

Dr. Gickley will replace the late Herb Prehm as the Staff Development person. The first Canadian, Harry Dahl was elected as National Vice-President.

Jed Luchow presented awards to out-going officers Marlene Wechsler, Acting Secretary and Debbie Chicorelli, Treasurer. Marlene is going to be Long Island Representative and Debbie, Albany Representative. Diane Berkell, was elected as Eastern Representative for National DCD.

CEC's position on AIDS is to actively support the inclusion of these children in the regular classroom based on medical advice given. This was adopted by the Board of Governors.

Edward Blutstein reported that over 800 people attended the awards assembly given by Chapter 1002. This activity will be replicated in N.Y. Region III, Chapter 742, where paraprofessionals and teacher aides will be honored.

Plans are being made to enlarge the Mini-Grant program. Look for the application in the Forum.

Jed Luchow reported that activity in the divisions is growing. Craig Hill DCD, Division of Career Development sent out a directory; ninety members are networking to create a stronger organization. National DCD has 11,000 members. Other divisions are growing proportionally. The Board is moving in the direction of bringing affiliates to the Board meetings for closer communication. Judy Bondurant-Utz spoke in favor of identifying divisions as part of the larger organization CEC. By promoting unity between the divisions and the larger body of CEC, the organization will gain strength. The board voted against the formation of a new division on research, but it passed. The objections were that each division was publishing its own research, therefore a separate division was not necessary. The LD journals are gaining attention and are available in libraries.

Of 3,000 members, only 150 attended the NY State Convention last year. At the next Convention, at the Concord on November 12th and 13th, 1987, Janet Lerner will be the keynote speaker. Jose Serrano will receive the Legislator of the Year award at the Friday night dinner. This year will be the last of three at the Concord. Plans are being made for a convention upstate so that other members will participate. A convention committee was formed to research the possibilities.

Herb Foster passed out the issue of the Forum which is listed regularly in the ERIC system and in Exceptional Research.

Larry Banco, the Pan Coordinator will head a committee to research and take a stand on issues important to Special Education. This committee will have the board's confidence to act in order to get appropriate legislative action. Position papers will be drafted and presented at the Representative Assembly at the Concord.

At the end of the meeting which completed the year of service for Jed Luchow, Jed passed the gavel to Tom Assenza, President of the NY State Executive Board for the year 1987-88. The next meeting will take place on Saturday, September 19, 1987 at the Buffalo Airport Holiday Inn. Correspondence from the membership is welcome.

Looking forward to seeing you at the Concord on November 12-13, 1987. Be there at the Representative Assembly to hear the issues and to voice an opinion. Pat Holbrook, former president of the Student CEC will take my place as secretary. You will hear from her in the next issue.

## Professional News

Dr. Stephen L. Jacobson (402)

**Dr. Jane E. Herzog** (0248) has recently been appointed the Director of the Para-Educator Center for Young Adults (PEC) at New York University. Dr. Herzog received her doctorate in Special Education Administration from Teacher's College, Columbia University and has worked extensively with learning disabled and other handicapped students. The Para-Educator Center is a special, non-degree, post-high school program that has been developing the inpendent living skills of the Minimally Learning Disabled for the past twenty-one years.

The Exceptional Education Department of the State University College of New York at Buffalo announces the appointments of **Dr. Patrick J. Schloss** (117) as Professor and Department Chairperson and **Dr. Diane L. Ryndak** (91) as Assistant Professor. Dr. Schloss received his doctoral degree from the University of Wisconsin at Madison and Dr. Ryndak received her doctorate from the University of Illinois at Urbana-Champaign.

**Dr. John F. Cawley** (402) has been appointed Professor in the Department of Learning and Instruction, Faculty of Educational Studies, State University of New York at Buffalo. Dr. Cawley, who received his doctorate from the University of Connecticut, will be a senior member of the proposed cooperative Ph.D. in Special Education program at SUNY Buffalo. This proposed program will be cooperative with the Exceptional Education Department of the State University College of New York at Buffalo.

**Edward Blutstein** (1002) and **Marlene Wechsler** (1002) report that New York CEC Chapter 1002 held an awards assembly on May 22, 1987 which was attended by 800 people. This annual event recognizes the accomplishments of outstanding teachers and their contributions to Special Education.

**Dr. Anthony Daddiego** (1002) wishes to make our readers aware that October 1987 has been designated Down Syndrome Awareness Month.

The Bernard Fineson Developmental Center, under the auspices of The New York State Office of Mental Retardation and Developmental Disabilities and Queens College is sponsoring a conference on *Family Support Systems* for providers of service, consumers, and advocates for developmentally disabled persons and their families on October 23, 1987, at Queens College Student Union Bldg., Flushing, NY. Highlights include a keynote presentation by Drs. Ann & Rutherford Turnbull and their children and an exchange information fair regarding services and programs. For additional information: Bernard Fineson Developmental Center, Education and Training Unit, Hillside Complex — Building #1, 238-01 Hillside Avenue, Queens Village, NY 11427 or (718) 468-2570.

## Election Results

*Vice President* — Dr. Ruth Gold
*Secretary* — Pat Holbrook
*Treasurer* — Susan Caporale

**Regional Representatives**

*Albany* — Debra Swallow-Chicorelli
*Buffalo* — Sharon Cramer
*Long Island* — Marlene Wechsler
*Rochester* — Kathy Hargis
*New York Region I* — Lois Baldwin

# Special Education Programs Sponsored by Religious Groups

Natalie L. Vernon (248)
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Past President CEC Elena Gail Chapter
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This is the first time *The Forum* will address itself to the religious experience of the handicapped and some of the work that the religious community is doing and has done to include them. In this Viewpoint, Mrs. Natalie Vernon explores the link between public school education and education provided by religious groups by giving a historical background and philosophical perspective of the climate of special education from the fifties to the present, Dr. Elizabeth Reis describes articles that make up this issue and, Mrs. Vernon directs attention to additional areas that should be of concern.

In the early fifties, special education was little heard of in the halls of higher education. Entering freshman were not beating down the doors to take special education courses and there were very few books on the subject. Although the New York City Board of Education had some classes and parents and organizations lobbying for secular classes and establishing them in store fronts, churches and synagogues, the needs of the handicapped were not being met.

The public policy at that time did not include educating children of *all* handicapping conditions. For example, in New York State children with IQ's of 50 and below were not educated while others were excluded at the discretion of the school districts. It was often felt that they could not accommodate children with multiple handicapping conditions.

As one of five teachers, I opened The Cerebral Palsy School in Nassau County in 1952. Many pupils who were on the school's waiting list had to be turned away because their IQ was below what the state required. During the period when the Cerebral Palsy School was being founded, parochial schools were educating some handicapped students. The majority of handicapped children, however, were not accepted.

The overall civil rights movement in the sixties impacted upon the civil rights movement of the handicapped in the '70's bringing about a policy change in the public sector regarding the education of the handicapped. Parents and educators began to see changes in the public sector and they began to push parochial schools to form classes for their special needs children.

In 1980, as a founding member of The Association of Jewish Special Educators (AJSE), I found myself again working for the unmet needs of the handicapped. One of the AJSE's major accomplishments during its first year was a co-sponsored consortium with the Council for Exceptional Children. The topic was *The State of the Art of Jewish Special Education*. Much to AJSE's delight, over 100 people attended the session. Working with AJSE at this time reminded me of the status of secular education in the early '50's, because the emphasis on the Jewish community for support for programs for the handicapped was much needed also. Jewish parents at this time were lobbying for programs that would increase their child's degree of participation in religious ceremonies with their family. This is important because things that are done in the home are the first learning experiences of the child. However, these first learning experiences will only continue to flourish with a support system that encourages parents and educators to work together so that the handicapped can participate in as many facets of family and community life including the religious ceremonies and ethical and moral teachings set forth in the Bible. In order to do this, handicapped individuals must be educated to participate to the best of their ability so that they will be welcomed into the religious community. Some members of the congregation find it difficult to interact with handicapped people. For example, while working as a volunteer with developmentally disabled young adults at Saturday morning service, I overheard one congregant say to another, "Mrs. X isn't coming this morning. She felt she wouldn't be able to pray at a service with handicapped people."

This same group of developmentally disabled young adults mentioned above has also been visiting the elderly poor as part of their training. Both the developmentally disabled and the elderly were able to give to one another. This is important for both because companionship for the developmentally disabled and the elderly is a big problem. The Hebrew word for such kindness is CHESED. Kindness is taught to these developmentally disabled young people in their classes. What kindness could they give? They give of themselves. What better lesson than by example.

Special educators and parents worked long and hard to get their professional principles into law (P.L. 94-142). It has been twelve years since this bill was signed into law. When I started in the field of special education, it was only a dream that special education students would receive the quality and variety of related services offered today. Our eyes and ears must always be open and alert, so that gains will always be retained.

The articles in this issue of *The Forum* address the relationship of religious education and practice for special education populations. In the first article, "Federally Funded Special Education in Parochial Schools After Aguilar v. Felton", Dr. Elizabeth Reis and Lawrence Gerzog discuss a recent United States Supreme Court decision denying Title I funds for programs held in parochial schools. They analyze the implications for special education programs in religious settings that receive federal funds and conclude by offering suggestions to those involved in such programs for coping with the post-*Aguilar* legal environment.

Ms. Ima Kidd and Reverend Ruth Fowler offer "Teachers Lead the Way: Special Religious Education in the Protestant World." They discuss how attitudinal education, mainstreamed education and self-contained education are providing educational and religious opportunities for disabled persons. They describe the great strides made towards equality and suggest how Protestant congregations can offer help to their disabled members.

In "Brooklyn Diocese Programs for the Handicapped," Sister Patricia Lynch, Miss Susan MacDonald, Sister Frances Solano, and Sister Margret Ryan, describe the programs available for the handicapped in the Brooklyn Roman Catholic Diocese. The authors point out that in just 23 years the Diocese has gone from having limited or no facilities for education of the handicapped to being able to provide various programs for students from 4 to 21 years of age. Descriptions of the programs are offered.

Dr. Bennett Rackman gives an historical overview of the Jewish response to the needs of its special education population in "Jewish Special Education Revisited — 1987." The author conducted a needs survey in 1971 and describes the difficulties in establishing programs but the many successes achieved to date.

In their companion article "Board of Jewish Education's Special Education Center: Advocating for Individuals with Special Needs," Rabbi Martin Schloss and Ms. Deborah Cardozo Blum discuss the work of the Board of Jewish Education of Greater New York in helping to meet the needs of disabled Jewish youngsters. They describe, in particular, the Board's Special Education Center: its goals and the programs available to meet those goals. They discuss current challenges and what they feel must be done in the future.

As you can see, we have come a long way. Social prejudices still exist but on a positive note, religious groups have begun to realize how they can help the handicapped and how the handicapped can help them. The time has come. The time is NOW.

The editors appreciate and respect the opinions offered and programs discussed in the articles in this issue. However, no endorsement of specific programs or religious beliefs is intended, and none should be inferred by the reader of this issue. Special thanks and appreciation is extended to *The Forum* for recognizing the importance of having an issue on special education programs sponsored by religious groups. Much thanks is extended to the staff at The Board of Jewish Education of Greater New York and to the Steering Committee of the Association of Jewish Special Educators. Thanks is also extended to staff at the Brooklyn Diocese and The National Council of Churches.

# Federally Funded Special Education in Parochial Schools After *Aguilar v. Felton*

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*The precedential effect of a recent United States Supreme Court decision,* ***Aguilar v. Felton*** *may serve to curtail the ability of public authorities to cooperate with religious institutions in providing special education services.* ***Aguilar*** *held that New York City must stop using Title I funds to provide instruction in parochial school buildings even though that instruction was provided by public school teachers in specially secularized rooms. This article briefy examines the* ***Aguilar*** *decision and then discusses its implications in terms of the 75,000 handicapped children whose educational needs are currently being met in parochial schools. It concludes by discussing how school districts can prepare to meet the educational needs of handicapped students currently enrolled in programs that could be impacted by the* ***Aguilar*** *decision.*

The supreme Court has made plain its view that "[T]he First Amendment rests upon the premise that both religion and Government can best work to achieve their lofty aims if each is left free from the other within its respective sphere" *(McCollum v. Board of Education,* p. 212, 1948). This conflict between church and state has been most poignant in situations involving the delivery of educational services. This article examines the potential impact of a recent decision of the United States Supreme Court, *Aguilar v. Felton,* (Aguilar, 1985) on nearly 75,000 handicapped children that the United States Department of Education states are currently receiving education in parochial schools.

**Description of Aguilar v. Felton**

In *Aguilar,* New York City taxpayers brought suit to enjoin the city from running Title I classes in parochial school buildings, using teachers that were on the public school payroll (Title I, codified at 20 U.S.C.A. 2701 *et seq,* was superseded by Chapter I of the Education Consolidation and Improvement Act of 1981, 20 U.S.C.A. 3801 *et. seq.* it will be referred to herein in its older, more familar form.) After losing at the District Court level, the U.S. Court of Appeals held that the program violated constitutional principles *(Aguilar v. Felton,* (1984). The Supreme Court was divided but a 5-4 vote affirmed the Court of Appeals ruling and held that New York City may not use Federal Title I funds to provide remedial instruction in parochial schools. Despite what the majority opinion described as "well intentional efforts" to prevent any religion from finding its way into the Title I classroom, including the using of secular teachers, supervisors, texts and curricular materials, as well as stripping classrooms of all religious symbols and even instructing the Title I faculty that contact with private school personnel should be kept to a minimum" — the majority held that the danger that some religion might find its way into the Title I material, or that young students, inculcated in the overwhelming religiosity of a parochial school, might not be able to distinguish the normal curriculum from the Title I curriculum, was too great to allow continued use of parochial schools as the site for Title I instruction. Obviously, this decision impacted/heavily on those localities that were using parochial schools to provide part of their Title I instruction. But Title I, important as it is, is a voluntary program of remediation, designed to help children who are "educationally deprived". Although most localities are eager to use Title I funds to provide remediation, there is no *requirement* that they do so. The potential impact of *Aguilar* is even more pronounced in the area of special education, where the delivery of educational services to handicapped individuals is not similarly voluntary. The civil right of handicapped individuals to an education is specified in Section 504 of the Rehabilitation Act of 1973, which states in pertinent part:

> No otherwise qualified handicapped individual in the United States, as defined in Section 7 (6), shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance. (87 Stat. 394 as amended)

Although Section 504 threatens the potential withdrawal of federal funds from *all* federally funded supported programs if a locality fails to comply, it includes no specific requirements in terms of how handicapped students should be educated. Furthermore, no funding is provided by Section 504 to meet the cost of educating the handicapped. For that reason(s) Congress then enacted the Education of the Handicapped Act, Public Law 94-142, which provides federal funds to states that agree to comply with certain rules and regulations including, among other things, the education of children in the least restrictive environment and the preparation and use of Individualized Educational Plans (IEPs). Since the cost of educating the handicapped is higher than the cost of educating nonhandicapped individuals, states meet the guidelines specified in P.L. 94-142 in order to help defray the costs of complying with Section 504, which they would otherwise have had to meet themselves.

### Applicability of Aguilar v. Felton to P.L. 94-142

Although the Supreme Court's decision in *Aguilar* was technically only a ruling on the appropriateness of using Title I funds in parochial school settings, the reasoning of the majority opinion is applicable to P.L. 94-142, part of what is called Title II. A comparison of the statutory language of Title I with that of P.L. 94-142 makes this clear. For example, 20 U.S.C.A. 3806(u) (part of Title I) mandates that local educational agencies provide Title I services to educationally deprived children in private schools at the same level as services to public school children.

Similarity, the law requires that handicapped children enrolled in private schools be provided with special education and related services at no cost, where

> [S]uch children are placed in or referred to such schools or facilities by the state or appropriate local educational agency as the means of carrying out the requirements of this subchapter or any other applicable law requiring the provision of special education and related services to all handicapped children within such State. (20 U.S.C.A. 1413(a) (4) (A) and (B).

There seems little doubt that the Supreme Court would end up concluding that the provision of services to handicapped students enrolled in religious schools would be subjected to the same restrictions as those found in the *Aguilar* case. In *Aguilar,* the majority opinion makes it clear that the very fact that services are provided in a religious school setting makes the program unacceptable. Citing the primary purpose of religious education as inculcating the values of the sponsoring denomination, and citing the conflicting requirement that the state must monitor the program to avoid any religious coloring at all, the court's majority finally concludes that there can be no tenable middle ground and requires that no state funds be expended for programs on religious school property. Therefore, parochial schools currently receiving P.L. 94-142 federal financial assistance for the delivery of educational services to handicapped individuals would be denied further financial assistance. Even the provision of publicly funded and controlled special education services in a religiously run facility would be banned.

The impact of denying parochial schools access to federal financial assistance in servicing the educational needs of the nearly 75,000 handicapped children could force many handicapped programs in parochial schools to close. Although parochial schools could explore alternative funding avenues to replace previously received federal monies, previously effective programs would begin to show signs of a decline in the quality of educational programming being delivered as the scramble for continued funding became paramount. For those handicapped individuals whose educational needs could be met by preexisting public school programming, a choice would need to be made between the importance of receiving a religious education and the importance of receiving a federally-financed handicapped educational program. The new civil right to an education for handicapped individuals created by Section 504 is put to the test when parochial school programs providing educational services that are not currently available in pre-existing public school programs are threatened by application of principles of church/state separation. The problem could be particularly acute in the case of severely handicapped residents of religiously affiliated hospitals and other facilities. Residents of these facilities must, by reason of the severity of their handicaps, receive the education to which the law entitles them within the facility itself. Under *Aguilar,* it would probably be held that educational programs within the facility would be completely ineligible for governmental aid either in terms of funding or in terms of on-site teaching by public school teachers. Requiring these handicapped individuals to leave the facility to receive an education could prove to be not only difficult, but in some cases physically impossible. In nearly every case, it would be extraordinarily inefficient and could only result in a situation in which substantially less education was being provided. For these individuals, the application of *Aguilar* to the special education laws could make the civil right to an education, so long in coming, little more than window dressing.

Of course *Aguilar* was a 5-4 decision of the Supreme Court. A change in Court membership could well result in a modification, or an outright reversal of the *Aguilar* doctrine.[1] Similarly, there have been legislative proposals, including the introduction of so-called education vouchers that would eliminate the problem (although many feel that the voucher idea is replete with its own set of problems).

Those who are concerned about the impact of *Aguilar* on special education, however, cannot merely ignore the problem, hoping that the inevitable court challenge will never materialize or be mooted by judicial or legislative change. Steps must be taken now to deal with the situation.

## Future Planning

A survey of all services currently being provided to handicapped students within the district should be made. This would include public, non-parochial private, and parochial schools. Next, with the aid of an attorney, officials should identify those programs that are likely to run afoul of the *Aguilar* decision. At this stage, consideration could be given to whether there is any way to legally salvage a given parochial affiliated program, based on the particular facts involved (little hope should be placed on this, however. Legal battles might well make even an arguably acceptable program untenable in a practical sense).

Once it is clear what kinds of programs will no longer be available and how many students will be affected, school officials will have to determine how to meet the needs of these students, as the students are likely to turn to their local public school authority for the provision of the legally mandated services. One simple way to meet the demand is to utilize currently successful public school programs if capacity exists, or to expand them if this is possible. Local school districts will be able to provide quality and timely educational services to these handicapped individuals more efficiently if they use the IEPs and additional record information collected by the parochial schools to meet the guidelines specified in P.L. 94-142, rather than attempting to begin all over again in each case. Where a large number of students must be accommodated or where no program or a particular area of exceptionality currently exists, then other options will need to be considered. If it is physically and financially possible, a local school district could consider purchasing a pre-existing facility from the religious order running it and putting the faculty, if otherwise qualified, on the public payroll. Local school districts could initiate or expand relationships with nonsectarian private schools which do not run afoul of the *Aguilar v. Felton* decision. Local colleges and universities could be contacted to see if they would be willing to become partners in providing educational facilities for the handicapped which they could use as teaching laboratories for their students. Colleges could also be called upon to set up inservice training programs for public school teachers who will be asked to meet this burden. These programs would provide the additional knowledge, instructional strategies and support that teachers will need to assist them in meeting the specific needs of a group of handicapped students who may not be accustomed to public school education. In addition, other solutions may be suggested by the particular circumstances of a local school district.

## Conclusion

In her dressing opinion in *Aguilar,* Justice O'Connor stated:

> Today's ruling does not spell the end of the. . . program of remedial education for disadvantaged children. The only disadvantaged children who lose under the Court's holding are those in cities where it is not economically and logistically feasible to provide public facilities for remedial education. For these children, the Court's decision is tragic. (*Aguilar,* p. 5021, 1985)

The application of *Aguilar* to handicapped education could be an even more significant tragedy. Although the great majority of handicapped students are being educated in public schools, those children who are not could suffer severe set backs in receiving a good education.

The threat of *Aguilar v. Felton* to special education is real and imminent. If a legislative solution cannot be found, and if the Supreme Court does not change its interpretation of the church/state conflict in education, then an approach must be developed and implemented, so that the continuity and quality of education for the handicapped is maintained.

### References

*Aguilar v. Felton,* 739 F.2d 48 (2d Cir. 1984)

*Aguilar v. Felton,* 53 U.S.L.W. 5013 (1985)

Education Consolidation and Improvement Act of 1981, 20 U.S.C.A. 3801 *et. seq.*

Education of the Handicapped Act, 20 U.S.C.A. 1400 *et. seq.*

*McCollum v. Board of Education,* 333 U.S. 203 (1948)

The Rehabilitation Act of 1973, S504, as amended, 29 U.S.C.A. 794

### Note

[1] The recent resignation of Justice Lewis Powell, a member of the *Aguilar* majority, makes this even more important. As this article went to press, Judge Robert Bork of the United States Court of Appeals had been nominated, but not confirmed, to replace Justice Powell.

# Teachers Lead the Way: Special Religious Education in the Protestant World

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*For years many Christian churches, in their emphasis, activities and buildings, have excluded persons with special physical and mental challenges and needs. Christian teachers are leading a movement in religious education to help congregations learn about the painful experiences this exclusion brings; create inclusive church environments and celebrate the gifts which persons with special challenge bring to the community as a whole.*

Imagine for a moment Christ moving through the crowds of Galilee, preaching freely about the love of God to all who came. All kinds of people came to hear; especially drawn to Christ were those who were sick, poor, or disabled. Christ reached out to everyone, without prejudice.

Imagine also the modern Christian church where person with disabilities are excluded, sometimes unwelcome and unwanted, sometimes misunderstood and misrepresented. In the last thirty years religious educators have led churches in looking again at the needs and gifts of persons with disabilities. Teachers especially have become prophets in calling the church to create a welcome for all people to be part of Christian worship and community.

Nancy Holden (1985, p. 27), a writer for the United Methodist Church publication *New World Outlook,* labels the prejudice against people with disabilities as "handicappism" and defines it as a "belief that human beings ought to be physically, mentally and spiritually perfect." This leads to the misconception that to be less than perfect is to be wrong. Although many people suffer from this misconception, the person with a disability is particularly target for handicappism. Unlike persons who appear to be whole, their physical or developmental disability is often clearly visible and easily becomes the only characteristic that people see.

Christian educators have made a special effort in the last few decades to change the way people think and feel about persons with disabilities.

Recognizing the power of language and visual representations in transmitting emotions and values, educators have worked to develop guidelines for speakers, writers, editors, artists and teachers. The goal is to help eliminate the stereotypes of language and imagery and work toward modeling positive human values in communications, programs, and resources.

Terminology continues to undergo evolution. Marcia Walter (1985, p. 24), whose son uses a wheelchair, has pinpointed the major problem with the terminology generally used for persons with disabilities. She tells of people calling her son "the wheelchair" or "the cripple" as if the wheelchair and the lack of ability to walk is her son's single distinguishing characteristic. People with disabilities are people first and foremost. New phrases include: persons with handicapping conditions, persons who are differently able, and persons with mental and physical challenges.

Visual images are of persons of all levels of ability interacting and depending upon one another. Photographs and drawings show what persons with different abilities offer one another. For example, a young woman in a wheelchair can teach art to someone who has full use of her legs. The idea is no longer what must be done for persons with disabilities, but what all people can do together for one another.

Church programs are identified as special education and ministries with persons with disabilities. In these programs the people, not their differences, are the focus. These new attitudes are not easy to bring about. People are resistent to change and to accepting the image of people who are different as whole, gifted individuals. Church programs primarily function in three areas of education.

### Areas of Education

*Attitudinal education* seeks to break down barriers. Awareness groups can be formed to include persons with differing abilities, their relatives, and non-disabled persons. These groups can be part of retreats, youth groups, Advent or Lenten series. Experiences can be planned where all people are integrated. The pastor can preach on consciousness-raising themes; can seek out disabled persons in the parish community; can help interpret public issues concerning persons with physical and mental challenges.

*Mainstreamed education* seeks to include persons with physical and mental challenges in all programs. Mainstreaming can take place in a variety of educational experiences in the church community including: camping, confirmation and church membership programs, youth groups, retreats, support groups, leader workshops, church school, awareness groups, Bible study groups, scouting and theological seminaries.

*Self-contained education* seeks to create special groups, when necessary, so people with similar learning needs can meet together. A single congregation may not be able to afford special classes. Several congregations, therefore, can combine their efforts and establish centralized special groups, such as ecumenical church school classes for persons who are developmentally disabled. In this way special facilities, trained leaders and special curricula are more affordable.

First Christian Church in Hannibal, Missouri, was determined to overcome its architectural barriers in order to include long-time member Carrier Whaley who could not walk up the long flight of stairs to the sanctuary for workship. Church members then discovered several persons in the same situation. A ramp was out of the question because the steps were so steep that it would have to stretch out into the street to be the right incline. An elevator would cost $60,000—far beyond the means of the church. Instead, the church installed closed-circuit television and set up a second sanctuary in a part of the church that was accessible. Carrier Whaley continues to worship as part of her church family.

Congregational planners such as those in Hannibal are reminded by Christian educators that one out of every ten persons is affected by a disability, either individually or through family connections. About 40 million persons in the United States and Canada live with some kind of handicapping condition—a physical, mental and/or emotional disability. Worldwide, an estimated 500 million persons live with disabilites, many of them in developing countries.

The need for continued emphasis on understanding the needs and gifts of persons with mental and physical challenges continues. The major growth in education in this area has taken place in the last thirty years.

### History

The National Council of Churches of Christ in the U.S.A. (NCCC), with 32 member denominations, has been a leader in the movement toward education for persons with disabilities. In 1957, the NCCC through its Commission on General Christian Education called a national consultation of religious educators to look at "The Church's Reponsibility for Christian Education for Exceptional Persons." The following year, NCCC organized the Commission on Christian Education for Exceptional Persons, with working groups looking specifically at mental retardation, persons under the custody of the law, physical handicaps, and emotional disturbances.

During this same time medical knowledge about the causes and treatment of mental and physical disabilities was growing and many families were choosing to care for members with special mental and physical challenges in their home. The move away from institutionalization in society as a whole had an impact on local churches. The need for welcoming differently abled persons into the Christian community became more urgent.

A basic leadership guide *The Church and the Exceptional Person* (Palmer, 1961) was developed to guide church teachers and leaders in understanding the characteristics and special needs of persons with mental and physical challenges and in involving them in church programs. NCCC continued its work through the Commission on Mission Education (with Friendship Press publishing) with a study titled "The Church's Mission and Persons of Special Need."[1] Major programs were begun in the 1960's to develop and support curriculum resources involving persons who were mentally retarded. Two series were published through the Cooperative Publication Association for use by 14 cooperating denominations. One series *Adventures in Christian Living and Learning* was prepared for use with persons who were moderately to severely retarded; another, for those who were mildly retarded. Socialization groups, pre-school programs, camping and retreat events, confirmation and membership classes and many other groups began to open up for persons with mental and physical challenges.

For thousands of people like Mary Dell Morgan in a Baptist church in Texas, this meant that she could come to church with her mother, go to her own Sunday School class with three other persons with developmental disabilities and attend worship. She is a 40-year-old woman with Down Syndrome who had never had a group or class of her own.

The concern became worldwide. The fifth assembly of the World Council of Churches (Knapp, 1975; National Council of Churches of Christ in the USA, 1986), meeting in Nairobi, Kenya, in 1975, adopted a statement on "The Handicapped and the Wholeness of the Family of God." In this ecumenical landmark on the relationship of churches and persons with disabilities, the World Council affirmed equality and mutuality, human worth and personal dignity, and called on churches to do everything possible to integrate persons with disabilities fully into the life of the church at every level. In 1978, the National Council of Churches of Christ Governing Board adopted a statement advocating the inclusion of persons with disabilities. Christian churches are continuing this emphasis on inclusion by participating in the Decade of Persons with Disabilities (1983-1992), a program of action as a followup to the 1981 International Year of Disabled Persons sponsored by the United Nations. The Healing Community, an international and interfaith organization, developed *A Call to Action* (Wilke, p. 1-2 1985) challenging churches, synagogues, temples and mosques to continue working during this decade "toward the integration of persons with disabilities into the life of the religious community by the year 2000."

### Responses

The challenge has been taken up and carried through primarily by Christian teachers and education planners in congregations and denominations. Christian organizations, especially education and publication groups, have responded to this new emphasis with a variety of curriculum resources, study kits, workshops and consultations. Denominations and congregations are producing more educational materials and opening more doors for special education needs than ever before.

Many churches have looked into making their buildings barrier free and others have begun special classes and programs to help their members understand the specific needs and gifts of persons with disabilities. A pivotal point of church education is the Sunday School class. The Lutheran Church in America, among others, has published special learning aids for teachers. This practical guide titled *Tips for Congregations Working With Disabled Persons* (Schmidt, 1986) is illustrative of the kind of material being published. One section includes these suggestions:

1. Relate to the student as a person who happens to be impaired in one or more areas affecting learning.
2. Realize that teacher acceptance is a prerequisite to peer acceptance.
3. Help the student feel accepted. Once he/she does, the student will usually meet your expectations—if expectations are within his/her ability.
4. Try to understand how the student feels.
5. Include the student in all class activities; do not shelter the student with a disability. Encourage participation in congregational events.
6. Consult with the student's parent(s) or school teacher(s) for helps in adapting church classes to accommodate special needs of the learner.
7. Be consistent in your teaching style and pattern of class sessions, gradually modify patterns.
8. Realize that you may need to go back again and again in teaching concepts before they are learned, sand that this repetition should be done in a variety of techniques.
9. Don't be in a hurry; tolerate periods of silence while the student thinks and formulates an answer.
10. Be aware that students with one disability may have mild forms of other disabling conditions.
11. Choose a buddy to help disabled students with special assignments.
12. Consider individualized instruction for all students, perhaps with the use of contracts.
13. Realize that behavior problems may be caused by boredom, difficulty of the task or the mode of presentation. Maintain challenges and responsibilities.
14. Behavior modification techniques may be useful. Reward behavior that meets expectations for individual class members. Be liberal with praise, but make sure it is genuine.

Most Christian denominations have viewed this kind of teacher training as the first priority in beginning to give persons with physical and developmental disabilities access to the opportunities of the church and the church access to their gifts.

This teacher training is taking place not only through publications and curriculum but in workshops held in parishes and national assemblies of Christian educators. The workshops include learning centers for teachers who will be working with students who are mainstreamed. These centers include: physically disabled, learning disability, hearing disabled, visual disabled, and mental retardation. The models are designed to give a basic understanding of disabilities by having participants experience a taste of what it is like to be disabled.

Teacher training is the starting point. The next step is helping whole congregations face the problem of handicappism and make changes to begin welcoming all people. Some of these programs and activities are in place and successful in New York City and New York State.

### Models

Barbara Bruce, a staff member of the United Methodist Church in Williamsville, New York, described a local church program in an article in the March-April issue of *Church Teachers* (Bruce, 1984).

In an effort to minimize attitudinal barriers and to make the congregation more fully aware of needs of disabled persons, an all-church, ten-week study on persons with handicapping conditions was planned as the fall curriculum. The title of the program was "People are People First."

The 10-week venture began with an all church kick-off luncheon and presentation by "Kids on the Block," a nationally-known puppet show in which each puppet represents a disability. In the weeks that followed a variety of speakers and experience-oriented programs were scheduled for children and adults. The annual Christmas program was built around the study, including an original play about a visit to the Christchild by persons with handicaps who gave him gifts of their hearts. The program closed with 103 children singing and signing "Silent Night."

> Bruce says, our ten weeks is over; however, the interest and enthusiasm generated here is just beginning. We are running a column in the monthly newsletter entitled 'It Can Be Done' telling of the accessibility changes other churches have made. We have established a task force to access needs and to recommend possible changes. (p. 188)

Other efforts in New York cross the lines of individual congregation and help combining the effort and needs of many parishes. The Open Congregation is one such group. This non-profit, interfaith organization serves the Metropolitan New York City area with a commitment to link rehabilitation centers and congregations as partners in working with persons with disabilities and their families.

One of the projects of the Open Congregation is the Bronx Family Respite Center, at St. John's Lutheran Church. Since November 1985, St. John's Church has been providing sponsorship for a Saturday Respite Program for families with children who have disabilities. They are brought to the church center and a full Saturday morning program of activity is offered under the direction of the staff. This pilot project is partially supported by the State of New York, which recognizes the strong potential of congregations as a source of support for families.

The Open Congregation is a resource which enables persons with disabilities and their families to reach out and strengthen congregations; churches and synagogues to reach out to people with disabilities and their families; and, rehabilitation centers to include the spiritual dimension in their programs.

The Rev. Ralph E. Peterson,[2] D.D., is president of the Open Congregation. Summarizing its purposes, he stated that the Open Congregation aspires to:

Understand: break the barrier of ignorance and be sensitive to the special needs of persons with disabilities

Accommodate: make houses of worship and their educational and community spaces accessible to all persons

Invite: reach out and welcome all persons

Support: encourage and assist families, especially those having members with special needs

Cooperate: Join with other congregations to forge a partnership with a local rehabilitation agency

Advocate: support the rights of persons with disabilities and their families to full participation in all aspects of community life

Assist: encourage people with disabilities to realize their talents, including leadership and/or ministerial roles within their traditions.

The Open Congregation's goals would be a good guide to most individual congregations. One important element incorporated is the needs of the families of persons with mental or physical challenges. One man whose wife had a 10-year-battle with Steinger's Disease remembers vividly the first time someone in his church asked him how *he* was doing. The emphasis on his wife's needs and problems had meant he was forgotten much of the time. He wanted his congregation to see him as an individual, separate from her as well as connected to her.

Other families struggle with consistent care-giving. Respite care offers some breaks. Other churches are beginning to offer adult day-care for elderly persons whose children, their primary care-givers, must work. In one United Methodist home in Michigan, a special staff has been trained and a facility has been opened to care for persons with Alzheimer's disease.

## People and Possibilities

Most Christian education and awareness building has been aimed at encouraging congregations to offer worship, community and learning to all people without regard to mental or physical differences. This is an important step, but only one step. The next step is helping congregations be open to receiving the gifts and learning what persons with mental or physical challenges can offer them. Occasionally national news media highlight the special talents and abilities of persons who have disabilities. The tendency is to see them as exceptions.

Karen Luxton, while still a graduate student at Columbia University and an active member of Madison Avenue Presbyterian Church, initiated, with others, a study that began to raise consciousness and make her congregation accessible. She is visually impaired. Her committee called in outside consultants and worked to make adjustments in a landmark building which maintained architectural integrity while giving persons with physical challenges accessibility to the church. Karen ministers to the entire congregation regularly through music and is a member of the choir. This church did its job so well that it was recognized by The Healing Community with an award which Karen accepted. Dr. Luxton is now director of the Computer Center for Visually Impaired at Baruch College of the City University of New York.

Karen Luxton is not an exception. All persons have gifts and abilities that make unique contributions to the community in which they live. All persons have handicaps of some kind. The Christian community is not to judge what is lacking, but to appreciate what is present. Christ saw others not only in terms of their needs or what could be done for them, but in terms of their faith, of who they were and what they offered the whole community.

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### Notes

[1] The Commission on Mission Education publishes annually study materials for us in local congregations with two themes each year. *The Church's Mission and Persons of Special Need* was one of the two themes in 1962. The Cooperative Publication Association publishes selected curriculum materials for Education for Christian Life and Mission, NCCC. In the late 1960's, they published Adventures. . .followed by Exploring. . .These two series are no longer in print.

[2] The authors especially thank Dr. Ralph E. Peterson, President

of THE OPEN CONGREGATON, INC., 122 East 23rd Street, New York, NY 10010, (212) 677-7400. Dr. Peterson collaborated on the section about his organization which aides congregations and rehabilitation centers in cooperating with one another. For further information, Dr. Peterson invites readers to write or telephone.

For additional reading about special religious education in the Protestant world, attention is directed to the following resources:

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# Brooklyn Diocese Programs *for the Handicapped*

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*This article describes special education programs in the Brooklyn Diocese which serve the needs of mentally retarded, visually impaired, hearing impaired and learning disabled students.*

In the Diocese of Brooklyn so much has happened in the area of Special Education services for mentally retarded children. For example: twenty-three years ago children who were mentally retarded were either not allowed to attend their local parish school or had to leave the school that the child's brothers and sisters attended when the disability became apparent. At that point in time, the family had no alternative but to enroll their mentally retarded child in the local public school.

Because of the pressure of parents of mentally retarded children, the Brooklyn Diocese opened a class for four children at St. Joseph's School on Pacific Street. That exciting and gratifying day for those children and parents was only one small step that was taken over the years.

Changes at St. Joseph's School included: (a) servicing the needs of four special education students to the servicing of one hundred and twenty special education students with a growth from one class to fourteen classes, and (b) servicing the boroughs of Brooklyn and Queens as well as the Nassau County area.

The program at St. Joseph's can be broken down into three levels:

**Level 1** — Primary level for students, age 4.9 years through 10 years of age. The focus for these children runs from the development of very basic self-help skills toward independent school functioning; the development of basic academic readiness skills (the three "R's"); and the development of the socialization skills.

Pupils are bused from their home to the Primary Special Education class at a regional Catholic School. The New York City Board of Education provides free transportation for these pupils. Application must be made annually.

**Level 2** — Intermediate level for students age 10 years through 15 years of age. The focus for these children includes the expansion of academic and social skill, and the development of travel skills. School busing is available, however, before a student leaves at age fifteen, he is taught to use the New York City Public Transit System. Parents and travel trainers work very hard with students to develop travel skills so that they will be able to independently function on their own.

**Level 3** — High school level students, age 16 years through 21 years of age. The goal of this program is to make students job-ready. This is accomplished through work-study programs. There are three levels to the work-study program. The first level is a workshop experience. It affords each student an opportunity to develop basic work habits and attitudes. The workshop experience is provided by the staff of Association for Children with Retarded Mental Development (ACRMD) in collaboration with our Program Work Placement Counselor. An evaluation team monitors progress and determines whether or not the student is ready for the next level of work experience.

The second level is a community experience in hospitals, day care centers or old age homes. Under the direction of the Work Site Supervisor, students are placed in a work situation to develop work skills in accordance with their academic and physical abilities. The Program Work Placement Counselor and Site Supervisors work as a team in monitoring and training students.

The third level is a business experience which offers paid-on-the job training at a corporation based in New York City. The Corporation Supervisor and the Work Placement Supervisor work as a team to develop specific work skills that allow for steady progress of the young worker.

Three aspects of the program have contributed to its success. They include the following:

A. **Finance:** Some of our students receive full tuition for their education. The school submits the actual cost for the education of one student and the City and State share the cost of his placement with us. Three years ago about 80 students out of 140 received funding. This year about twenty-five students received State/City funding. The cost of educating the students privately enrolled in the program is secured in many ways. Parents pay approximately forty percent of the cost in tuition; however, additional scholarship money is available. No student has ever been refused acceptance, or asked to leave the program because of money. Remaining operational expenses are paid by the Bishop of the Brooklyn Diocese (25%) and parent fundraising (35%). The Knights of Columbus and local civic organizations offer additional funding as needed. In addition, some large corporations that provide work experiences for our high school students give annual grants for the continuance of the program.

B. **Personnel:** With the combined effort of a well trained and certified staff as well as enthusiastic and hard working parents our program has flourished. Our parents believe that their children have the same right to a Catholic school education as their non-handicapped brothers and sisters have.

C. **Students:** Parents and staff are very proud of the students because they have acquired the skills needed to be independent and contributing members of our church and city societies. They should be very proud of themselves too.

The remainder of this article will describe three programs that are available in the Brooklyn Diocese. The first is the Intinerant Program for the Visually Handicapped which started in September, 1959 and presently serves 25 students at 22 sites at the high school and elementary levels. These students are served by one person who is the intinerant teacher and coordinator. A second program, non-denominational in nature, was founded in 1960 and includes thirty-six classes with 243 Hearing Impaired students. This program provides mental health/counseling services, Physical Therapy, Occupational Therapy, Audiological, and Speech and Learning Disability Therapy. The program has Parent-Infant classes for children from birth to three years of age. A complete academic program is offered as well as life skills and career preparation. Students graduate at the completion of their fourteenth year and go to a high school which meets their individual needs. New York State Education Department oversees all student appointments and provides all financial support in addition to Chapter I funds provided under 89-313 for the handicapped. A third program called The Learning Center, is housed at Saint Cecilia School in the Williamsburg-Greenpoint section of Brooklyn. The objectives of this program are: (1) determining the individual functioning abilities of each student, and (2) designing and implementing an individualized educational plan that fosters learning in the child's least restrictive environment. This program offers a unified interdisciplinary approach that modifies programs in the primary grades.

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# Jewish Special Education Revisited — 1987'

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*The Jewish community has recently begun to respond to the Special Education needs of handicapped Jewish youngsters. Some of the experiences and major historical events of the central agency for Jewish education are described in this article.*

> Ring. . .Ring. . .Ring. . .
>
> *Hello, Dr. Rackman speaking*
>
> Yes, Hello, . . . I hope, really hope you can help me. . .Can you?
>
> *That depends on what you need.*
>
> Well, you see, I have a son who is eleven years old . . . By the way, my name is Mrs. Silverstone and I live in Brooklyn. You see we would really like our son Robert to have a Bar Mitzvah like his friends.
>
> *So, what is the problem?*
>
> Well, I was told you could help us. You see, our son has been kicked out of two Hebrew schools because he has a learning problem. . .

Such was the status of Jewish Special Education circa 1975. But let us first give some further background. During the late 1950's, the Jewish Education Committee (later to be renamed the Board of Jewish Education of Greater New York (BJE) engaged a part-time consultant to help service the educational needs of the mentally retarded. Mr. Hershel M. Stiskin was employed full-time as the Director of Professional Services at Maimonides Institute, Far Rockaway, New York. He handled any and all inquiries that dealt with Jewish special education for the Jewish Education Committee.

Presently, the Board of Jewish Education receives its funding from the Federation of Jewish Philanthropies of Greater New York. The Board serves the Jewish day schools, Sunday Schools, supplementary or afternoon schools within the five boroughs, Westchester, Nassau, and Suffolk counties. As a voluntary agency, it cannot dictate policy to these schools, however, consultants from BJE advise and recommend to principals, school boards, and teachers regarding curriculum and materials.

Unlike the general field of special education, requests for assistance in meeting the special educational needs of Jewish children were sporadic. Various reasons have been given for this phenomenon:

A. Whereas the public school system insists upon labeling special children in order to receive their legally mandated free education, a parent will allow his/her child to remain in a "regular" Jewish education class in order that he/she not be labeled, even though the education is inappropriate. The conscience of the parent is relieved to know that the child is "attending" a Jewish school.

B. The parent may feel that it is too difficult for a special child to master a whole new curriculum (and maybe language).

C. In an open society such as is found in the United States, it is easy for a Jewish family to ignore their heritage and deny it to their children. A parent of a special child may feel that bowling or Scouting are more important for the development of their son/daughter than Hebrew lessons. Precisely the opposite reasoning should prevail. A Jewish education can help the special child become better integrated into the home and Jewish community. Thereafter, a smoother transition can be made into the general community. Yet, too often the parent may feel that Judaism is a yoke or burden not to be foisted on a special child.

D. The Jewish community has been reluctant to accept the fact that there are handicapped individuals within its ranks. As the "People of the Book", Jews have always placed a high value on learning and academic achievement. Jewish children were expected to grow up to become rabbis, lawyers, doctors, professionals, and accountants.

This last factor accounts for the reluctance of the organized Jewish community to organize classes to help the handicapped. Here and there, sporadic attempts were made to establish programs to meet the need. But they died after several years for lack of additional student referrals and interest on the part of the community.

This negative attitude toward special education runs counter to the Jewish legal (Halachic) position. Several lectures are devoted to the Jewish ethical and legal sources for a mandate to provide an education to handicapped children, within the framework of a course entitled Jewish Special Education (taught by this author). One such source should be cited.

In proverbs, Chapter 22, we read, "Train up a child in the way he should go. . ." This verse is understood by many Jewish sages to mean that one should teach each child according to his ability to learn. Still what is morally and legally the correct approach, is not always followed by mankind. The Jewish people are no exception.

With this backdrop of parental and organizational reluctance to cooperate in establishing programs to the legal-theoretical mandate to do so, one can better understand the position which Stiskin (1967a-f) found himself. As a pioneer in the field of Jewish Special Education, he authored The Sabbath Curriculum and several activity workbooks for the Jewish holidays. As the Director of Professional Services at the Maimonides School, he was also instrumental in establishing about ten Sunday school classes for the retarded throughout the Greater Metropolitan Area.

It should also be mentioned that even Stiskin was not the first to innovate programs. A little known publication edited by Rebecca Lister (1959) entitled, *Jewish Religious Education for the Retarded Child,* appeared in 1959. This experimental edition of a manual incorporated the procedure of organization by the New York Federation of Reform Synagogues, of the Jewish Religious School for Retarded Children. Dr. Saul Hofstein who conceived of the program later assumed the role of consultant to the Federation of Jewish Philanthropies.

A distinction must be made between the philosophy of these earlier pioneers and Stiskin. Lister and Hofstein perceived Jewish education as an addition to the training the students received in their special classes during the day and week. Stiskin, on the other hand, wanted to integrate the two into one unified curriculum. Ideally, this might only be achieved in a full-time Jewish Day School. Additionally, it would also be necessary to overlook denominational lines (i.e. .,Orthodox, Conservative, and Reform) in order to provide cost efficient services for special children and to provide continuity of service to special children.

This author conducted a needs survey in November, 1971. Very few responses were obtained to the initial questionnaire. Another survey was attempted two years later. This time, ten schools were identified as having supplementary Jewish education programs for children with special needs. Each school/program was provided with pedagogic guidance and substantial monetary subvention to offset the deficit entailed in conducting such programs.

Since funding was limited, only part-time classes or schools were assisted financially. But, there were also a few full-time schools under Jewish auspices; it was important to help these institutions also. This became possible after three years. By 1976 some twenty-five supplementary and ten full-time programs were receiving help. By 1979, the picture changed radically. Some twenty-one full time and fifteen supplementary programs were asking for assistance.

Programs needed financial backing in order to keep their doors open. But teachers and principals also required professional comeraderie in addition to on-site consultation in "the trenches." It was, therefore, decided to convene the first annual conference on Special Education in Jewish Schools in June, 1977. Subsequent conferences were held in 1978 and 1979. The format of each meeting consisted of a prominent keynote speaker followed by a panel discussion. This was then followed by several workshops dealing with Judiac Studies in Yeshivot and Day Schools, with General Studies in Yeshivot and Day Schools, and with Supplementary Jewish Education programs. The purpose of these conferences was to provide professionals the opportunity to share their experiences and expertise.

The last goal of establishing a Special Education Program at BJE was to set up classes in communities where a need existed for such special programs. In 1976 one such class was opened in Brooklyn and another in Queens for minimal brain dysfunctioning youngsters. A year later a third class was started in Far Rockaway, New York. This was a departure from the usual role of a central agency for Jewish education. Never before had BJE sponsored a program where it hired the teachers, provided the curriculum, and recruited the students. It was also unusual in that no tuition was charged to the parents.

One of the most important programs that BJE sponsored, designed and implemented in the late 1970's was a religious education program for community placed former residents of Willowbrook. Although many of these residents were Jewish, they were placed in non-Jewish foster homes. By taking these Willowbrook residents from the more restrictive environment (Willowbrook) and placing them in the community (foster care homes) they were now in a less restrictive environment. Yet, this was a Catch — 22. When they were residents of Willowbrook their religious needs were provided by a Jewish Chaplain. Now, they had no opportunity for ethnic identification. With their release to the community they had no access to Jewish religious or cultural "roots," thereby being placed in a more restrictive environment.

The Jewish Heritage Program for Retarded Adolescents and Adults was a natural outgrowth of the Sunday classes established for the learning disabled. The program offered worship services, instruction in Jewish customs and heritage, and helped these mentally retarded individuals to better participate in festivities or holiday observances. Bar/Bat Mitzvah training and celebrations were also made available.

Two synagogues on Staten Island were selected as the sites to house the program. The staff would be religious educators, preferably with a background in special education. They would be trained in the approach to this program and would receive supervision in the techniques of religious education. A part-time director, Rabbi Martin Schloss, was hired to guide the program. Rabbi Philip Goldberg, who was a Jewish Chaplain at the Willowbrook State School, had volunteered to serve as an advisor to the program.

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**Notes**

1. The word *revisited* refers to an earlier article by this author (Fall 1979) entitled, "Jewish Special Education." The article can be found on pages 2-4 of *The Pedagognic Reporter — A Forum on Jewish Education.*

# Board of Jewish Education's Special Education Center: Advocating for Individuals With Special Needs

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*Jewish law mandates that every child, regardless of learning skills, is entitled to a Jewish education. The struggle of the Jewish community to provide Jewish educational services to the range of children with various handicapping conditions and the role of the Board of Jewish Education of Greater New York (BJE) in helping the community meet the needs is described in this article. The historical development of BJE's Special Education Center is discussed in detail. BJE's programs and approaches are described, as are the issues and challenges which persist.*

> "Educate a child according to his way; Even as he gets older, he will never leave it."
>
> Proverbs, Chapter 22,
> Verse 6

> "Rabbi Judah said in the name of Rav: He who withholds a law or principle from a student is as though he has robbed him of his ancestral heritage. . .It is an inheritance destined for all Israel."
>
> Babylonian Talmud,
> Tractate Sanhedrin,
> p. 91B.

There is and always has been universal recognition that every Jewish individual is entitled to a Jewish education. In spite of this clear religious mandate, the Jewish community has and continues to struggle with how to provide educational programs and services for individuals with learning problems.

In the Greater New York area, the Board of Jewish Education of Greater New York (BJE) has been at the center of that struggle. A member agency of UJA/Federation of Jewish Philanthropies, BJE is the central agency for Jewish education, mandated to enhance the quality of Jewish education in the New York area. As a voluntary agency, BJE commands the respect of schools only to the degree to which it is sensitive and responsive to their needs, and provides them with meaningful services.

## HISTORICAL OVERVIEW

Beginning in the early 1970's, BJE began advocating for a specialist in the area of special education. While unable to secure funds for this position through its regular budget, in 1972, with a special grant from a newly-established fund, BJE hired a part-time special education consultant. The specialist's role was to guide and support the few programs that existed for the learning disabled and mentally retarded; promote the creation of new programs; and work with parents of children with special needs. In a companion article in this issue, Dr. Bennett Rackman—the individual who served as part-time consultant—described in frank and vivid terms the challenge at that time to combat the Jewish community's ignorance and denial of the existence of children with learning problems, and parental shame and guilt about their children's handicaps.

For the next eight years, BJE advocated for greater recognition by the Jewish community of the need for improved Jewish special educational services. At the same time, a revolution was taking place in American society. In New York, Geraldo Rivera's expose' of the intolerable living conditions of the mentally retarded and mentally ill in New York State institutions raised public consciousness. This lead to the passage of the Willowbrook Consent Decree for deinstitutionalization in 1972. Now that these individuals were in the community, government agencies, private non-profit agencies, churches and synagogues had to face the reality needs of these individuals, and begin addressing their needs directly. On the national level, Congressional studies disclosed that more than half of the estimated eight million seriously handicapped children in the United States were not receiving appropriate help; and that at least one million were receiving no services at all. This led to the passage of P.L. 94-142, The Education of All Handicapped Children Act, which created a federal mandate for special education.

With special education on the front page of the *New York Times,* the Jewish community could no longer avoid confronting the issue. After eight years of persistent lobbying for greater support, BJE in 1980 received additional funds which allowed the agency to upgrade the position of special education consultant from part-time to full-time.

BJE now began to diversify and expand its special education services. Taking advantage of heightened community awareness, the agency launched an aggressive resource development campaign, which yielded significant grants in a variety of areas. These special grants allowed BJE to create a broad range of programs, including a Sunday morning program for retarded adolescents and adults, most of whom were formerly institutionalized but now found themselves in non-sectarian or non-Jewish settings; a program to sensitize classroom teachers in Jewish day schools and yeshivot to the indicators of learning disabilities with the appropriate referral and/or remediation strategies; and a school-to-work transition program for learning disabled high school juniors and seniors unable to go to college.

BJE also played a key role in helping other agencies address long-neglected problems. Working together with Lexington School for the Deaf and Kingsbrook Medical Center, BJE co-sponsored auditory and visual screening programs in day schools and yeshivot. BJE helped PTACH (Parents for Torah for All Children, a parent advocacy group for learning disabled children) obtain funding for a learning disabilities screening program for kindergarten and first grade students in day schools and yeshivot. The agency assisted the Kennedy Child Study Center at Albert Einstein College of Medicine to obtain funding for and implement a program to enhance classroom teacher skills in working with learning disabled children in the regular classroom, as well as a program utilizing volunteers as special educational support staff. BJE helped OTSAR (a parent advocacy group for mentally retarded children) receive government funding for its recreation and respite programs, adjuncts to their ongoing Jewish experiential activities. BJE also provided guidance and support to its 'sister' agency, Jewish Board of Family and Child Guidance Services, in its program to provide informal Jewish educational experiences for emotionally disturbed adolescents.

BJE itself innovated several new, unprecedented programs:

- In order to enhance the field of Jewish special education and reduce the sense of isolation felt by Jewish special educators, BJE created the Association of Jewish Special Educators in 1981. Within its first year the Association had an average participation of 75 educators.

  Since the founding of the Association in 1981 until today, BJE sponsors an annual Special Education Fair—a display of Jewish special education programs and materials, attended by hundreds of educators, parents and community leaders.
- Advocating on behalf of increased support for Jewish special education programs, BJE helped the newly-created Fund for Jewish Education develop a formual for funding of such programs.
- Working with the field, BJE realized the critical importance of pre-service courses in special education—both to interest future teachers to consider a career in the field of special education, and to sensitize those who would never be special educators to the indicators of learning problems and appropriate intervention strategies. BJE thus began full-semester courses at two major Jewish teacher training institutions: Stern College of Yeshiva University and Beth Rivkah Seminary.

The intensity of BJE's efforts in the areas of advocacy and program development did not go unnoticed. In 1984, BJE's Associate in Special Education was asked to chair the steering committee of the annual City University of New York's Conference on Public and Non-Public schools, which that year dealt with the challenge of special education. Awards for BJE's efforts were given by PTACH and OTSAR (respectively, parent advocacy groups for learning disabled and retarded children), and UJA/Federation's Synagogue Relations Council.

In 1986, BJE's Department of Special Education was rededicated as The BJE Special Education Center, taking its place alongside BJE's existence Pedagogic Resource Center, Early Childhood Education Center, Media Center, Teacher's Center, Principal's Center and Microcomputer Center. Thus, Jewish special education achieved official recognition as a vital, specialized response to an important need in the Jewish educational community.

## GOALS OF THE CENTER

The purposes of the Center are manifold:

To serve as a clearinghouse for all Jewish and relevant general special education information;

To provide current Jewish and general special education information and guidance for special persons, schools, organizations and individuals;

To advocate for the provision of needed funds and services to serve Jewish persons with special needs by networking with governmental, Federation and other oranizations and agencies;

To create needed special education programming where none currently exist;

To develop special education curricula and materials where none currently exist;

To provide opportunities for Jewish special educators to grow professionally;

To sensitize current and prospective Jewish educators to the needs of special persons;

To provide referral and placement services for clients, parents and teachers;

To enhance opportunities for the mainstreaming of Jewish special persons into American Jewish communal life; and

To identify at risk children for earliest possible referral and intervention.

The populations served by the Center include the full range of disabilities: developmentally disabled, learning disabled, physically handicapped, visually impaired, hearing impaired and emotionally handicapped.

## CURRENT ACTIVITIES

The following activities represent the Center's current efforts to achieve the goals stated above:

1) *Jewish Heritage Program for Developmentally Disabled Adolescents and Adults*

Currently serving 170 special clients in seven Jewish community centers throughout metropolitan New York, this program provides students with Jewish experiences and basic Judaic knowledge and skills so that they can be mainstreamed to whatever degree possible into Jewish communal life.

2) *Thre R's Program: Recognize, Refer, and Remediate Learning Disabled Youngsters in Yeshivot and Day Schools*

In-service workshops are held on-site in day schools and yeshivot to assist educators in recognizing and remediation of learning disabilities. The Three R's Program recently published a manual of educators that extensively explains all aspects of learning disabilities.

3) *BJE/FEGS/P'TACH Vocational Preparation Program*

Originally sponsored by BJE in cooperation with the Federation Employment and Guidance Service (FEGS) and Parents for Torah for All Children (P'TACH), the program helps learning disabled high school students and recent graduates successfully overcome the transitional difficulties between the world of school and the world of work and affords the students the opportunity of becoming productive members of the American Jewish community.

4) *Substances Abuse Prevention Program*

Disabled youngsters are found to be extremely vulnerable to substance abuse. The Substance Abuse Prevention Program, funded by a special grant from the Federation of Jewish Philanthropies, is an effort by the Center to aid in preventing the growth of substance abuse in the Jewish community, with special emphasis on 'at-risk' populations. The program sensitizes Jewish educators to potential signs of substance abuse, provides information about Jewish communal resources that can help current abusers, and assists schools in planning substance abuse prevention and self-esteem building programs for their students.

5) *Pre-Service Special Education Courses*

BJE sponsors special education courses for prospective teachers in Stern College of Yeshiva University and Beth Rivkah Teachers' Seminary of Lubavitch. The goals of the courses are to enhance the skills and sensitivities of nonspecial education teachers and provide basic Jewish special education information for potential special educators.

6) *Association of Jewish Special Educators*

The Association of Jewish Special Educators (AJSE) is a coalition of over three hundred professional and lay members of the Jewish community dedicated to the enhancement and upgrading of Jewish Special Education. Through intensive in-service workshops, seminars, materials fairs, and curricula publications, the Association provides helpful special education information to educators, parents and interested others throughout the Greater New York area.

7) *Special Education Fair*

Each May, over fifty exhibitors and an average of five hundred educators, parents and community leaders gather to exchange the latest information on programs and materials.

8) *Resource Center and Library*

The Center itself houses an extensive array of printed and non-printed materials. These include important texts on the range of disabilities. Jewish and general special education materials, and teacher and BJE-created materials. Teachers and parents visit the center and together with staff, review the materials and receive guidance in their most appropriate applications.

9) *Curriculum Development*

BJE develops materials and curricula in areas where none currently exist. Examples include a prayer book, Passover haggadah and holiday curriculum guide for developmentally disabled adolescents; resource guides for teachers geared to a variety of disabilities; an overview of diagnostic testing of Hebrew language skills; and a manual on substance abuse prevention for educators and parents.

10) *Parent and Education Referral Services*

The Center refers children and recommends placement in educational facilities that best meet their educational, emotional, and social needs. Center staff meet and speak with hundreds of parents and students yearly,—including a considerable number from outside the Greater New York area.

Educators seeking placement confer with Center staff to help determine where they can be of greatest service and experience the best opportunities for professional growth.

11) *Educational Guidance and Consultation Service*

The Center provides special education guidance and consultation to the broad range of Jewish communal agencies serving special persons. Examples of these services include working with the Lexington School for the Deaf to provide auditory screening for 28,000 youngsters in yeshivot and day schools throughout New York City; the Kennedy Child Development Center of Albert Einstein College of Medicine to enhance teachers' skills in dealing with learning disabled children in yeshivot and day schools; Yachad/NCSY of the Union of Orthodox Jewish Congregations to help provide vocational skills to developmentally disabled adolescents; and Kingsbrook Medical Center to provide visual screening for day school students.

12.) *Government Relations*

In tandem with BJE's offices of Government Relations, the Special Education Center works with legislators and federal, state and local educational agencies to advocate for provision of appropriate special education services to Jewish schools. The Center has been actively involved in trying to resolve the Chapter I issue concerning remediation for disadvantaged students in day schools.

13) *Advocacy for Special Populations*

The Center participates in various special councils, committees, and task forces advocating for services for special education populations.

14) *Fund for Jewish Education Special Education Grants*

The Center works with the Board and staff of the Fund for Jewish Education (FJE) to develop additional grants for special education in day and supplementary schools.

## CURRENT CHALLENGES

We are confronting serious challenges that speak directly to the core and future of Jewish special education:

### Funding

The most fundamental challenge confronting the Jewish special education field is funding. The cost of special education is high and rising. With parents unable to pay these expenses, and government support nonexistent or threatened in the courts by challenges around the church/state issue, the burden of financial responsibility rests upon the organized Jewish community.

Experience shows that supporting special education is cost-effective. Without this investment, the Jewish community will have to pay far greater amounts in maintaining these individuals as deviants, substance abusers, or totally dependent wards of funded institutions whose cost to the community is many times greater than that of special education. The challenge is to communicate this message effectively and continuously until it is heard.

### Program Expansion and Development

Thanks to public awareness campaigns, parents and educators are more knowledgeable about the rights and range of services for handicapped children. Today, these are many more disabled persons in need of programs than there are programs available. Clearly, the Jewish community is heading for a crisis in the near future if more programs are not created to meet growing needs.

### Recruitment and Training

The teacher shortage in Jewish education is no more greatly felt than it is in special education, where burn-out is particularly common. The most crucial ingredient in successful special education is the educator. Unless the field can attract qualified candidates, there can be no significant growth and expansion of programs. Even the maintenance of current programs at their present levels of quality, caring and appropriate staff/student ratios, will become extremely difficult, unless greater attention is paid to the issues of recruitment and training.

### Networking

At no time has there been a greater need for interagency networking. In the age of the shrinking Federation of Jewish philanthropies dollar, unnecessary duplication of programs often means unserved populations. Jewish communal agencies must learn to interact more effectively with each other to make best use of the communal dollar and the programs and personnel already in place.

### Research and Curriculum Development

To effectuate successful special education, there needs to be a constant evaluation of what works best for whom. The field needs to explore which methods and techniques are most effective and to have these findings published and disseminated. The field also needs more curricula and materials with which to work as the quality of the programs begin to become more advanced and sophisticated.

### Jewish Communal Support

The ultimate success of mainstreaming Jewish special persons into the Jewish community depends upon the receptivity of the community. Jewish communal leadership must take a more active role in communicating respect for all persons and providing tangible support for their less able brothers and sisters.

## SUMMARY

The purpose of BJE's Special Education Center is to ensure the permanence and continuity of Jewish special education as an integral part of Jewish communal life. As a part of a central agency, the Center must constantly look at the special education field as a whole in order to maximize its effectiveness and eliminate gaps in services. The Center must enhance existing services and efforts of those currently in the field and help create and develop new services for those whose needs are not being met.

Even as the Center looks at the massive challenges ahead, it can take pride in the new opportunities it has created for special individuals in the Greater New York Jewish community. In the Talmud it is written, "He who saves one soul in Israel, saves a whole world." (Babylonian Talmud, Tractate

Sanhedrin Page 37A)

Teaching a retarded girl to light Sabbath candles, helping a learning disabled youngster find an appropriate vocation, preventing an adolescent from being a substance abuser are acts whose "effectiveness" can never be measured. They lie in the realm of the eternal.

# ACT CONSORTIUM CONVENTION
# CELEBRATING EXCELLENCE
# LEARNING FROM THE PAST — PLANNING FOR THE FUTURE

## CONFERENCE SCHEDULE

**Friday, November 13, 1987**

| | | |
|---|---|---|
| Session I | 10:30 A.M. — 12:00 Noon | Concurrent Sessions |
| Lunch | 12:30 P.M. | |
| Session II | 1:45 p.m. — 3:15 P.M. | Concurrent Sessions |
| Session III | 3:30 P.M. — 5:00 P.M. | Concurrent Sessions |
| Wine & Cheese | 6:00 P.M. — 7:00 P.M. | |
| Dinner | 7:00 P.M. | |
| Session IV | 8:00 P.M. — 8:40 P.M. | General Session<br>Kids on The Block with two new puppets |

**Saturday, November 14, 1987**

| | | |
|---|---|---|
| Breakfast | 7:30 A.M. | |
| Session V | 9:00 A.M. — 10:30 A.M. | Concurrent Sessions |
| Session VI | 10:45 A.M. — 12:15 P.M. | General Session<br>Keynote presentation<br>Dr. Janet Lerner |
| Lunch | 12:30 P.M. | |
| Session VII | 2:00 P.M. — 3:30 P.M. | Concurrent Sessions |
| Session VIII | 3:45 P.M. — 5:15 P.M. | Concurrent Sessions |
| Cocktails | 6:30 P.M. — 7:30 P.M. | |
| Dinner & Awards | 7:30 P.M. | |
| Prof. Meetings | 9:00 P.M. | |

**Sunday, November 15, 1987**

| | |
|---|---|
| Breakfast | 8:30 A.M. |
| Prof. Meetings | 9:00 A.M. — 10:00 A.M. |
| Plenary Session | 10:00 A.M. — 12:00 Noon |

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# REGISTRATION INFORMATION

**REDUCED FEE FOR PRE-REGISTRATION** (Amount in parenthesis reflects registration at the convention.)

*Please Check*

**Full Conference**

| MEMBERS | NON-MEMBERS | *DISCOUNT |
|---|---|---|
| 35.00 (40.00) | 40.00 (45.00) | 15.00 (20.00) |

**One Day** ***(check below)***

| MEMBERS | NON-MEMBERS | *DISCOUNT |
|---|---|---|
| 20.00 (25.00) | 25.00 (30.00) | 10.00 (15.00) |

Friday ____________________ Saturday ____________________

*Fee for full time students/retired professionals/presenters

Name ________________________________________

Address ________________________________________

Institution ________________________________________

Program ________________________________________

If student, advisor's signature:

________________________________________

Affiliation

_______Presenter _______AAMD _______CEC _______NYSATH _______Student _______None

*Instructions:* (1) Fill out completely. (2) One person per form. (3) Make check or money order payable to Consortium Convention 1987. (4) Mail form and payment to: Ruth McCarty, 83 Scott Avenue, Elmira, NY 14905 (607) 732-3887.

**On-Site Registration**

| | |
|---|---|
| Friday, November 13 | 9:00 a.m. — 5:00 p.m. |
| Saturday, November 14 | 8:15 a.m. — 5:00 p.m. |

**Exhibits**

| | |
|---|---|
| Friday, November 13 | 12:00 noon — 5:00 p.m. |
| Saturday, November 14 | 9:00 a.m. — 5:00 p.m. |
| Sunday, November 15 | 9:00 a.m. - 12:00 noon |

## PROFESSIONAL PROGRAM HIGHLIGHTS

## FRIDAY, NOVEMBER 13, 1987

### SESSION I A

**Friday, 10:30 a.m. — 12:00 noon**

Planning for the Future: Addressing the Needs of Students in Special Education with Limited English Proficiency (LEP)

Presenter: Ana Rossell, Ph.D., Coordinator of Bilingual Special Education Services, Brooklyn East Regional Office for Special Education

Presentation will discuss issues in diagnosis, program planning, and implementation of content area instruction to LEP students.

### SESSION I B

**Friday, 10:30 a.m. - 12:00 noon**

A Unique Language Based Program

Presenter: John W. Cochol, Special Education Principal, Newark Special Education Center
Donna Johnson, Teacher High School Level, Midlakes High School
Mindy Andrews, Teacher Elementary Level, Wayne-Finger Lakes BOCES

Presentation includes a twenty minute video on the Wayne-Finger Lakes BOCES Severe Speech Language and Hearing Impaired Program, and discussion on the unique characteristics such as student-staff ratio, team teaching, linguistic strategies, use of coping techniques, classroom clustering, and other elements that have made this program successful.

### SESSION I C

**Friday, 10:30 a.m. - 12:00 noon**

The Creative Learning Center: A Team Teaching Alternative for the Self-Contained Classroom

Presenters: Karen A. Giek, Special Education Teacher, Red Hook Central Schools
Mary Mayer, Special Education Teacher, Red Hook Central Schools

This presentation will describe "The Creative Learning Center" (CLC), a New York State approved experimental special education program located in Red Hook, New York. This unique program combines elements of the open classroom, team teaching, and group oriented behavior management.

### SESSION II A

**Friday, 1:45 p.m. - 3:15 p.m.**

A Peer Model for Teachers' Professional Development: The Special Educator Support Program

Presenters: Francesca Colletti, Assistant Director, Special Educator Support Program, New York City
Bea Carson, Teacher Consultant, Special Educator Support Program, New York City
Riva Korashan, Teacher Consultant, Special Educator Support Program, New York City

Most educators support the idea of teachers being active in their professional development. This presentation discusses a program model, gives examples of professional processes i.e. coaching, gives examples of professional growth experiences and shares the program successes.

### SESSION II B

**Friday, 1:45 p.m. - 3:15 p.m.**

Child & Teen Depression: A Preventive Suicide Model

Presenter: Susan F. Tureff, Clinical Supervisor, Birchwood School, Clarkstown School District

The increase in suicide among children and teens is a matter of grave national concern. This presentation will explore some of the reasons why the suicidal rate has increased, what feelings this subject evokes, myths and facts relative to suicide, and the causes and warning signs of suicidal behavior.

### SESSION II C

**Friday, 1:45 p.m. - 3:15 p.m.**

Training Migrant Parents of Handicapped Students: Linking Migrant and Special Education

Presenters: Dr. Spencer Salend, Coordinator of Special Education and Project Director, SUNY at New Paltz
Lynn Sarda, Project Coordinator, SUNY at New Paltz
Margaret Taylor, Director, Migrant Education Center, SUNY at New Paltz
Veronica Lazzaro, Outreach Training Specialist, SUNY at New Paltz
Lynne Crockett, Materials Development Specialist, SUNY at New Paltz

This presentation looks at the unique problems of serving migrant handicapped students. An overview of the problem, need for communication between migrant and special educators, factors to consider on working with migrant parents, and a preview of material developed by this project will be included in the presentation.

### SESSION II D

**Friday, 1:45 p.m. - 3:15 p.m.**

Learning From The Past — Planning For The Future

Panel Moderator: Barbara Sirvis, Ed.D., Dean of Faculty of Applied Science and Education, State University College at Buffalo

Panel: Bruce Feig, Executive Deputy Commissioner, Office of Mental Health
Hannah Flegenheimer, Ed.D., Director of Program Monitoring, Office of Education of Children with Handicapping Conditions
Richard Switzer, Deputy Commissioner for Vocational Rehabilitation

This panel will address some of the current needs and future direction to deal with the problems of the dually diagnosed, work initiatives, competition for funding, and other problems relating to serving individuals with handicapping conditions.

### SESSION III A

**Friday, 3:30 p.m. - 5:00 p.m.**

Improving Communication Skills in the Resource Room with Learning Disabled Children

Presenter: Marlene Wechsler, Resource Room Teacher, Merrick School District

Presentation discusses how children in the resource room practice skills for remediation of language deficits while producing a newspaper. Specific techniques such as interviews, use of tape recorders and a word processor, proofreading and use of field trips will be included in the presentation. Examples of the children's work will be displayed.

### SESSION III B

**Friday, 3:30 p.m. - 5:00 p.m.**

Learning With Style

Presenter: Ann Braio, SETRC Training Specialist, John Burroughs JHS

One approach to education for teaching the child with special needs is the learning styles approach. This presentation will provide an overview of the learning styles approach, how to modify teaching styles to accommodate students' learning style, and how to redesign an ordinary classroom to reflect a specific learning style approach.

### SESSION III C

**Friday, 3:30 p.m. - 5:00 p.m.**

OMRDD's Commitment to the Community Client

Presenter: Arthur Webb, Commissioner, Office of Mental Retardation and Developmental Disabilities (OMRDD)

Significant changes have taken place in the provision of care for individuals who are mentally retarded who reside in Developmental Centers and the community. Commissioner Webb will discuss the progress made toward providing appropriate care for citizens with mental retardation and developmental disabilities within the community structure and the future plans of OMRDD to insure optimal programming in the future for these individuals.

### SESSION IV

**Friday, 8:00 p.m. - 8:40 p.m.**

Kids on the Block

Presenters: Barbara Aiello
Adele Asara
Cheryl Spenser

KIDS ON THE BLOCK has been presented throughout the United States by this talented group of performers. Their performance relies on humor and keen insight to promote understanding and acceptance of individuals with handicapping conditions through the use of dialogue among puppets. Several new puppets have been recently added to their presentation.

## SATURDAY, NOVEMBER 14, 1987

### SESSION V A

**Saturday, 9:00 a.m. - 10:30 a.m.**

Assessment of Learning Disabilities in a Multi-Ethnic Urban Population

Presenters: Jacqueline Jones, Ph.D., Program Head, Lehman College
Barry E. McNamara, Ed.D., Assistant Professor, Lehman College

Considerable debate has ensued over the identification of students with learning disabilities. This presentation will discuss issues dealing with identification of LD students from the perspective of a teacher training program which primarily trains teachers who deal with students from an urban, multi-ethnic background.

### SESSION V B

**Saturday, 9:00 a.m. - 10:30 a.m.**

Sibling Program — Brother & Sisters of the Handicapped

Presenter: Robert A. Esposito, Principal, Pines Bridge School, Yorktown Heights
Grace Snowden, teacher
Marilyn Vitale, parent
Dolores Perez, aide

Siblings of children with handicaps have been referred to as "forgotten children" and "other children." This presentation deals with how siblings define the different roles and responsibilities of siblings, and focuses on the technique of siblings sharing similar experiences to cope with their family situations.

### SESSION V C

**Saturday, 9:00 a.m.-10:30 a.m.**

The More We Get Together: A Model For Main-Streaming

Presenters: Patricia Hanrahan, M.S., Pre-School Education Teacher, Skidmore College
Sarah May, M.S., Special Education Teacher, Pre-School Level, New Family Project, Skidmore College

Mainstreaming provides children with disabilities an opportunity to be educated with non-handicapped peers. This presentation discusses a workable mainstreaming program for a pre-school program that benefits children, professional staff, and parents. Discussion of parent informational meetings, staff and student aide orientation, preparation of classes to be mainstreamed, and weekly planning sessions is included.

### SESSION V D

**Saturday, 9:00 a.m. - 10:30 a.m.**

Personal Safety Issues for the Developmentally Disabled

Presenter: Pamela Sackett, C.S.W., Executive Director, Task Force for Child Protection, Inc., Poughkeepsie

This presentation addresses basic issues and teaches basic techniques in the primary prevention of sexual assault of developmentally disabled children. Engagement, secrecy, and disclosure aspects of sexual molestation as well as the role and responsibilities of teachers and parents will be discussed.

### SESSION V E

**Saturday, 9:00 a.m. - 10:30 a.m.**

A Vocational Training Program for Handicapped Students

Presenters: Mary M. Evans, Work Study Instructor, Wayne-Finger Lakes BOCES
Mary D. Sanford, Work Study Instructor, Wayne-Finger Lakes BOCES

This presentation is a discussion of the Wayne-Finger Lakes BOCES Vocational Training Program for mildly handicapped students. Students deal with a real world work situation in their unique program which cannot be duplicated in the classroom. This program serves as an alternative for students where competencies are above those required in a sheltered workshop.

### SESSION V F

**Saturday, 9:00 a.m. - 10:30 a.m.**

The New Partnership: Educators and Technology

Presenter: Sharon F. Cramer, Ph.D., Assistant Professor, SUNY College at Buffalo
Joel Mittler, Ed.D., Assistant Dean, Faculty of Education, Long Island University
Sharon L. Raimondi, Ph.D., Assistant Director of Special Education Technology and Adjunct Professor, SUNY College at Buffalo

Technology is seen as a puzzling dichotomy by professionals and paraprofessionals in that it provides exciting opportunities yet appears threatening to their livelihood. This presentation examines the myths related to technology, ways in which technology can be used to make special education more effective and efficient, and effective techniques for team building between individuals and resources related to technology.

### SESSION V G

**Saturday, 9:00 a.m. - 10:30 a.m.**

Discipline as a Teaching/Instructional Tool

Presenter: Fred Davis, Student Disciplinary Advisor, Genesee-Wyoming BOCES

This presentation discusses the use of discipline as punishment vs. discipline as a teaching tool. The process and procedures for handling discipline issues in a BOCES setting will be presented. It is not always necessary to view discipline as a form of punishment.

### SESSION V H

**Saturday, 9:00 a.m.-10:30 a.m.**

Lived-Through Literature

Presenter: Marguerite Nelson Cresky, Resource Room Teacher, Clarkstown Lakewood Elementary School

Cultivating a love for literary endeavors is an important element to be incorporated into special education programs for children with learning disabilities. This presentation describes how a literary project may be incorporated in a special education setting despite vying priorities, and discusses both theoretical principles and practical strategies to implement such a project.

### SESSION VI

**Saturday, 10:45 a.m. - 12:15 p.m.**

Keynote Address

Speaker: Janet W. Lerner, Ph.D., Department of Special Education, Northeastern Illinois University

Dr. Lerner is a nationally known expert in the field of Learning Disabilities and has a broad base of professional knowledge and experience across the spectrum of the Special Education field. Her address will reflect the convention theme of "Learning From the Past — Planning for the Future."

### SESSION VII A

**Saturday, 2:00 p.m. - 3:30 p.m.**

Writing: From Philosophy to Program for all Ages

Presenter: Bruce F. Godsave, Ed.D., Assistant Professor of Special Education, SUNY at Geneseo

The use of written communication is most effective when done in the context of writing about what one knows. This presentation deals with the Nuffield program developed in England which requires written communication in a natural way in the mathematics and science curriculum from pre-school through college levels. This approach to written communication can be utilized with children with a variety of handicaps. Nuffield materials will be shared through slides and transparencies.

### SESSION VII B

**Saturday, 2:00 p.m. - 3:30 p.m.**

Cognitive Intervention in the Classroom

Presenter: Herbert Feingold, Ed.D., Principal, Jericho Lower Elementary Program

The theories of Dr. Reuven Feurstein on cognitive modifiability mediation and an experimental curriculum developed by Dr. Carl Haywood on higher order thinking strategies in preschool through third grade children will be explained and discussed. Strategies for using a Cognitive Intervention approach between teaching and students will be presented.

### SESSION VII C

**Saturday, 2:00 p.m. - 3:30 p.m.**

Learning To Think: A Special Educator's Approach

Presenter: Toby Wallach, Special Education Supervisor, NYC Board of Education
Rhoda Frumkin, Special Education Supervisor, NYC Board of Education

This presentation is designed to provide administrators and classroom teachers with a wide variety of thinking skills and generalization strategies for infusion into all academic areas. A hands-on approach will be utilized to provide direct experiences in mastering, applying, and generalizing strategies.

### SESSION VII D

**Saturday, 2:00 p.m. - 3:30 p.m.**

Everything You Need to Know to Start A Local Self-Advocacy Group for persons with Developmental Disabilities

Presenter: Bernard Carabello, Director, Self-Advocacy Association of New York

Self-advocacy means knowing your rights, speaking up for them, and exercising them. This presentation will provide information and strategies on how to get a local self-advocacy group started and how to keep it functioning effectively.

### SESSION VII E

**Saturday, 2:00 p.m. - 3:30 p.m.**

A comprehensive secondary school program for severely emotionally disturbed adolescents in a self-contained setting

Presenters: Iris K. Fensom, Supervisor of Special Education at Onondaga-Cortland-Madison BOCES
Linda Acosta, Teacher of Emotionally Disturbed Adolescents at Onondaga-Cortland-Madison BOCES
Cynthia Cone, Teacher of Emotionally Disturbed Adolescents at Onondaga-Cortland-Madison BOCES

Specific aspects of the academic and behavior management programs utilized in this unique secondary program for emotionally disturbed students will be presented. Alternatives to a regular high school diploma, curriculum materials, and textbooks used will be examined in this presentation.

### SESSION VII F

**Saturday, 2:00 p.m. - 3:30 p.m.**

Competitive Employment Exposure on a Limited Basis for Special Education High School Students

Presenters: Janice Payne, Assistant Job Developer, NYC Board of Education, Manhattan Occupational Training Center
Nira Schwartz, Job Developer, NYC Board of Education, Manhattan Occupational Training Center

Competitive employment opportunities for special education students is an important link in preparing them for the world of work. A link was established between a large department store and the NYC Board of Education to provide a competitive employment experience for special education high school students and to fill the need of a department store for additional entry level workers. This presentation provides an overview of this unique project and discusses the process of implementation and the success of the program.

### SESSION VII G

**Saturday, 2:00 p.m. - 3:30 p.m.**

Teaching Coping Skills in Social Studies for Learning Disabled Students

Presenters: Effie P.M. Simmonds, Ed.D., Assistant Professor, College of Staten Island/CUNY
Katheryn T. Hathaway, M.A., M. Ed., Assistant Professor, College of New Rochelle

This presentation reports on the findings of an ongoing training study to develop teaching procedures that encourage students to take a more active, responsible role in monitoring their own learning. Two types of teaching strategies which are applicable for both small and large group situations will be discussed.

### SESSION VIII A

**Saturday, 3:45 p.m. - 5:15 p.m.**

The Identification of At-Risk Learning Disabled Children: The Importance of Early Intervention

Presenter: Barbara Ruth Peltzman, Ed.D., Assistant Professor of Education, Notre Dame College, St. John's University

Early identification of children with learning disabilities is a widely accepted goal of professionals in the field. This presentation will discuss the importance of early identification of children with learning disabilities and provides a tool to assist teachers and parents in identifying these children based on the research of Hammill and Myers.

### SESSION VIII B

**Saturday, 3:45 p.m. - 5:15 p.m.**

Current Issues in Special Education
Panel Presentation

Presenters: Robert J. Michael, Ph.D., Assistant Professor, SUNY at New Paltz
Debbie Brunjes, Graduate Student, SUNY at New Paltz
Laura Corbett, Graduate Student, SUNY at New Paltz
Michaela D'Aquanni, Graduate Student, SUNY at New Paltz

This session will present the results of projects developed by graduate students in the special education program at SUNY New Paltz. Topics to be presented are: gardening for young children with special needs, curriculum based assessment, and teaching about handicapping conditions in a regular high school health curriculum.

### SESSION VIII C

**Saturday, 3:45 p.m. - 5:15 p.m.**

Interscholastic Sports — Project Perfect

Presenter: Christina Chichester, retired Special Education Teacher, Stamford Central School, past member of NYS Special Olympics Board of Directors

Ken Chichester, retired Transportation Coordinator, past member of NYS Special Olympic Board of Directors

Dee DaBramo, retired Adminstrator Mamaroneck School System former Games Director for NYS Special Olympics

This program presents "Project Perfect", an interscholastic sports training program and competition for all handicapped students in the Otsego-Northern Catskills BOCES program. An in-depth description of the program and its benefits will be covered.

### SESSION VIII D

**Saturday, 3:45 p.m. - 5:15 p.m.**

Suicide and the Learning Disabled

Presenters: Abraham Matus, School Psychologist, Ridgewood High School

Marlene Wechsler, Resource Room Teacher, Merrick Public School

Suicide within the adolescent population has reached an epidemic proportion. This presentation explores the corollation between the learning disabled and the suicidal adolescent. Suggestions as to how to lower the risk of suicide for this population will be presented and discussed.

### SESSION VIII E

**Saturday, 3:45 p.m. - 5:15 p.m.**

Improving the Problem-Solving Skills of Learning Disabled Children: Classroom Applications in Content Areas

Presenter: Lisa Freund, Ed.D., Assistant Professor of Teacher Preparation at the College of Mount Saint Vincent

As children proceed through school, increased emphasis is placed on their ability to solve problems. This presentation will discuss how learning disabled children are deficient in many problem-solving skills and the use of planned strategies. They require specific instruction to be able to use problem solving strategies in the classroom. Two methods of instruction on problem solving techniques and a description/demonstration of classroom application of these techniques will be the focus of this program.

### SESSION VIII F

**Saturday, 3:45 p.m. - 5:15 p.m.**

Resources for You: Human, Print, and Non-Print

Presenters: Barbara Blakey, SETRC Director, Sullivan BOCES

Barbara Hass, School Library System Coordinator, Sullivan BOCES

This presentation will discuss avenues for identifying and utilizing the wide range of resources (within the SETRC and NYS Library System) to facilitate professional growth and to provide help in remediation of individual students with learning problems.

### SESSION VIII G

**Saturday, 3:45 p.m. - 5:15 p.m.**

Project Class/Project Pass

Presenter: Frank Herstek, Ed.D., Supervisor of Special Education, Buffalo

Two unique programs recently instituted in the Buffalo Public Schools to facilitate student progress through the use of a consultant model will be presented. Several features of this program to be discussed in depth include a comprehensive inservice training program for teachers, a summer transition program, and the district's commitment to the program.

### SESSION IX

**Sunday, 10:00 a.m. - 12:00 noon**

Plenary Session

Moderator: Michael Dillon, Ed.D., Director of Syracuse Developmental Center, President New York State AAMD

Presenters: Presenters for this Plenary Session are in the process of being confirmed. This session will deal with the theme of the conference "Celebrating Excellence: Learning From the Past — Planning for the Future." Discussion will center around this theme.

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| F. | Division for Learning Disabilities (DLD) | ☐ 15.00 | ☐ 8.00 |
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the FORUM

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# the FORUM

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*The Forum* comes with membership in CEC and a New York State Federation of Chapters' chapter. Copies of *The Forum* are available for purchase.

CEC membership applications can be secured from *Regional Representatives.*

Articles, issues editors, and inquiries are welcome by the editor. For a list of future issue topics, write or call the editor. Starting with this issue, *The Forum,* will again be published four times a year.

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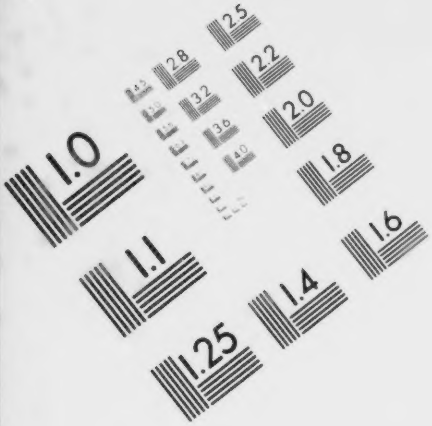
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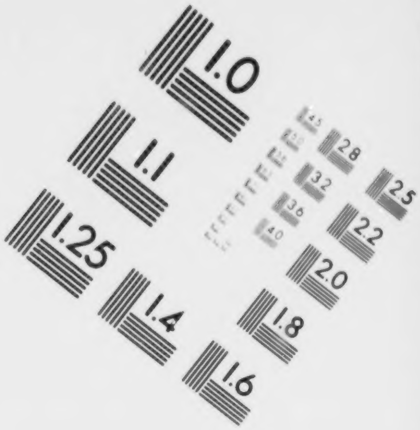
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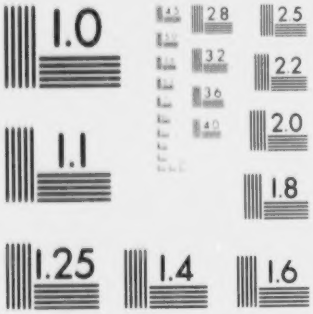
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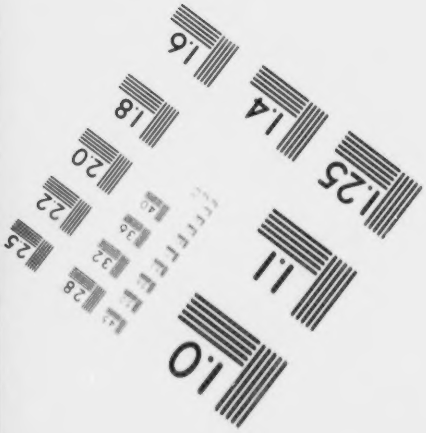
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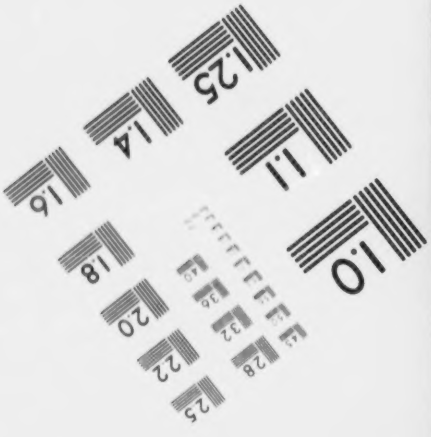
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# President's Message

November, 1987

The 1987 Consortium Convention proved, once again, to be a success, thanks to the terrific efforts of the Planning Committee. Lyle Lehman, Consortium Chairperson and CEC President-Elect, was joined by Debbie Chicorelli, CEC Albany Regional Representative, Edith Loveman and Francesca Storrs of AAMR and Gretta Freed of NYSATH in truly "Celebrating Excellence." Their hard work was very evident from the opening of Registration on Friday morning through the conclusion of the Plenary Session on Sunday afternoon. I'd like to express my sincere gratitude to each of them and their cadre of behind-the-scenes assistants for the long hours and energetic preparations. Please take a moment to read the summaries of the Convention's highlights contained within this issue.

While many professional acquaintances and friendships have been made or renewed during these Consortium events in past years, there have also been feelings expressed that New York State's CEC identity has diminished. For this reason, the New York Federation Executive Board voted last June to return to an annual New York State CEC Convention.

The Executive Board further determined that it was important to locate the Convention throughout New York State in future years.

As a result, the 1988 New York State CEC Convention will be held at the Hyatt Regency Hotel in Buffalo. Ruth Gold, CEC Vice-President, has been involved in planning activities for this event entitled, Exceptionally Speaking." Look for the "Call For Papers" and flyer elsewhere in this issue. Through long-range planning, the New York Federation is committed to continuing to bring quality convention programming to its membership. CEC Division's membership will be presenting topic-specific workshops as "Strands" to be carried throughout the Convention. It is also anticipated that local Chapters will generate their membership to present some of the great instructional methods and ideas we all know are happening across the State!

It's not too soon to be thinking about sharing your experiences and successes with your fellow members next November. We definitely want to hear from you—so why not submit a paper, drop us a line or give us a call? YOUR ideas, suggestions or thoughts will help us to make the 1988 New York State CEC Conventon a meaningful and worthwhile event. Of course, your presence will be the most meaningful expression of involvement, regardless of your role. Plan ahead and JOIN US.

We know that pre-planning has its merits. For this reason, we're not slowing down. Concurrent plans are being made for our future sites: Saratoga in 1989 and Long Island in 1990. We hope that these combined efforts will continue to enhance the lives and educational opportunities of exceptional individuals—everywhere.

# VIEWPOINT

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As always, the completion of an issue of *The Forum* requires the help and input of many CEC members. Therefore, we want to thank a number of CEC members who helped us put this issue of *The Forum* together.

Those we want to thank include Dr. Lyle C. Lehman who made sure that all those presenting at the 1987 convention were notified about *the Forum* convention issue. We would also like to thank all those presenters who sent us manuscripts of their presentations.

We feel that the publication of conference proceedings is an important aspect of our continuing professionalism. It is through such publication that a larger audience can benefit from the work and experiences of those in the field. We would like, therefore, to thank Iris K. Fensom, Sharon Farago Cramer, Marlene Wechsler, Barbara Ruth Peltzman, Abraham Matus, Mary D. Sanford, and Mary M. Evans for sharing their expertise with the readers of *The Forum*.

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## Call For State CEC Nominations

Nominations are in order for the following NYS-CEC Federation positions.

### OPEN POSITIONS

Statewide:

| | |
|---|---|
| 1. Vice-president | 1988-89 |
| (President-Elect) | 1889-90 |
| (President) | 1990-91 |
| (Past President) | 1991-92 |
| 2. Governor | 1988-1991 |

### Qualifications

A member is eligible for election to office if: 1. she/he is a regular member of CEC for at least one year; 2. agrees to serve; 3. is a member in good standing at the time of nomination and election; and, 4. remains a member in good standing throughout the duration of term of office.

The deadline for receiving nominations is March 15, 1988. Please send all nominations to:

Dr. Jed P. Luchow
The College of Staten Island
130 Stuyvesant Place
Staten Island, N.Y. 10301

## Call for Manuscripts

The summer 1988 issue of *The Forum* will be devoted to issues and programs related to the education and provision of services for adolescents with handicaps. Inquiries are encouraged from prospective authors for article-manuscripts for topics such as: federal and state policies and funding provisions, secondary education programs, and community transition models or programs.

Inquiries to: **Dr. Carmen J. Iannaccone**, Ketchum Hall 108, SUC/Buffalo, 1300 Elmwood Avenue, Buffalo, N.Y. 14222 (716) 878-5312.

# A Comprehensive Secondary School Program for Severely Emotionally Disturbed Adolescents in A Self-Contained Setting

Iris K. Fensom (1029)
Supervisor of Special Education
O-C-M BOCES
1710 NYS Route 13
Cortland, New York 13045

*This program emphasizes a highly structured academic and behavioral approach. Components of the program include an equivalent curriculum, pre-vocational and on-site vocational training, and a behavior modification system. Classroom teachers, teaching assistants, a vocational teacher, and a social worker plus related services personnel comprise the team which make the program successful. A special education supervisor oversees and coordinates the component parts.*

At the request of the local school districts, the Onondaga-Cortland-Madison BOCES provides self-contained Option III classes for severely emotionally disturbed students at the McEvoy Center in Cortland. Since several sending districts are involved, it is not possible to continue the precise curriculum of the various districts for students in the program. An equivalent curriculum has been devised and implemented as well as a highly structured behavior management approach.

Academically, students receive instruction in language arts, mathematics, social studies, science, and reading. Physical education, art, music and career education are also offered. Typing and computer skills are available for students with needs and/or abilities in these areas. The curriculum is standardized throughout the BOCES self-contained classes so that students who need special education services over a number of years receive an education equivalent to that of students in regular education classes.

The school day for students in secondary level self-contained classes for the severely emotionally disturbed is divided into nine thirty-six minute periods. One of these periods is lunch period. The other eight periods are devoted to the academic and vocational education programs. Positive reinforcement is stressed in all segments of the system.

Vocational education is an important component of the total school program, and is an integral part of the transitional services offered. Students ages thirteen through fifteen receive pre-vocational training which consists of classroom instruction in careers, how to obtain and retain a job, and hands-on experience in a variety of entry level position skills. An experienced vocational teacher is responsible for the hands-on training which primarily addresses basic skills in the following areas: (a) hotel-motel, (b) industrial housekeeping; custodial services, (d) retail stock, sales, and inventory; and (e) food service. This exposure is used to assess students' interests, aptitudes, abilities, and special needs. Each student spends one-half day per week in this hands-on-setting.

After completion of pre-vocational training, students, ages sixteen through twenty-one, advance to on-site vocational training in the local community. Scheduling of students is done on an individual basis (2-10 hours per week), with transportation provided to and from the training site by the school. Emphasis is placed on the student's work attitudes, and the possession of work skills that is developed through observation and instruction at the training site. Job coaches are available to work one-on-one with students who require additional instruction and supervision. This component provides realistic information regarding the student's strengths/weaknesses and interests as well as his or her ability to relate to individuals outside of the school environment, thus providing the program staff with valuable information for future training and eventual work study or job placement.

A behavior modification approach is used in all classes for emotionally disturbed students to assist the student in the acquisition of appropriate social and interpersonal skills. Rules and expectations concerning appropriate behaviors are discussed and posted, and cover such areas as use of materials, appropriate language, following directions, time on task and interactions with other students and staff. When a student fails to live up to a rule, he or she is given a warning, e.g., his or her name is placed on the chalkboard. If the warning is not heeded, the student receives a "letter" which represents the rule in question. Depending upon the "phase" in which a student is operating, an accumulation of letters can earn him or her time-out.

There are four "phases" in the system. Students begin in Phase I, and, depending on the amount of "letters" earned, or lack thereof, may work through Phase II and III, or back to Phase zero which is time-out. Phase III carries with it the least restrictions and most privileges, and after thirty days, culminates in a conference which could result in a student being transitioned back into a integrated setting. For those students who earn the privilege of returning to the mainstream, but who are too vulnerable to do so, other privileges or programs such as on-site vocational training, a special education GED program, or occupational education may be viable alternatives.

Students in Option III classes also receive one-to-one counseling with a staff social worker. The Social Worker communicates with parents and community agencies who may be involved with the student as well as with classroom teachers and assistants. She is an integral part of the support system for each student with whom she works.

Although we have not compiled statistics, we have experienced growing success with students in this highly structured approach in the relatively short time since it has reached the stage described in this paper. Students learn that they can be successful, which increases self-esteem and diminishes the necessity for inappropriate behaviors. Structure and a positive approach seem to be the key elements which assist emotionally disturbed adolescents to achieve this level of success.

1. Specific information on curriculum is available by contacting the author at the McEvoy Center, O-C-M BOCES, 1710 NYS Route 13, Cortland, New York 13045.

## Issues and Perspectives: The New Partnership Between Educators and Technology

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When classroom teachers design lesson plans in the 1990's there will be a new member of the teaching team: technology.

- —Computers will be available to store and retrieve information—not only data entered by the classroom teacher, but also ideas from educators around the country, thereby enabling professional dialogues to occur on a variety of topics.
- – Computers will be available for students to use, to monitor progress and to individualize learning.
- —Through the use of robots, teachers will be able to truly get "an extra hand" as robots provide tallies and data recording which teachers must now complete by hand.

The next decade will witness new advances in technology, forcing educators to participate actively in sophisticated choices regarding the use of computers and adaptive equipment for their classrooms. How can one best prepare for this transition?

The first step is to penetrate some of our own myths regarding technology. Many become incapacitated at the thought of machinery, for example fearing the equipment might break. Others come face to face with fears of incompetence, as images of the steep learning curve loom ahead. Acknowledgment of such taxing fears can be a first step in letting go of them.

A second step can be a realistic personal approach to increased technological literacy. Increased literacy can be accomplished through a course in computers or by reading computer-related monthly magazines. In this way, a future which includes technology can be approached more positively.

A third step can be to interact with other professionals who are pursuing their curiosity about computers in a systematic way. The Technology and Media (TAM) Division of CEC sponsors a national conference and publishes the *Journal of Special Education Technology.* Both provide informative means of obtaining information about national events and opportunities. In New York State, the Technology and Media Sub-division is being developed. Newly elected officers are Sharon Cramer, President; Barbara Mallette, President-Elect; Gayle Donowitz, Vice President; Bob Kavanaugh, Secretary; Mary McInerney, Treasurer; with Barbara Sirvis and Joel Mittler as founding commissioners. All are happy to speak with you about participation in statewide activities. This writer can be contacted for addresses and/or telephone numbers.

The inevitable inclusion of technology as part of the teaching team can be dreaded or welcomed. Through an active, systematic, and constructive approach, the process of becoming more interested and versed in technology may become more feasible and more likely.

## *Professional News*

Hofstra University has a new Master of Science program in Early Childhood Special Education. For information call **Professor Ruth F. Gold** at (516) 560-5782.

Congratulations to **Sandra Pinkerton** (45). Her article "Oh! They Sent a Wheelchair," printed in the Spring 1987, issue of *The Forum,* which was edited by **Dr. Stephen Franse** (742), was reprinted in the Fall 1987, issue of *New Directions. New Directions* is the newsletter of the National Resource Center for Paraprofessionals in Special Education and Related Services, New Careers Training Laboratory, City University of New York.

Congratulations also to the following for published articles. **Phyllis LaPerchia,** "Behavioral Disorders, Learning Disabilities and Megavitamin Therapy" Fall, 1987, issue of *Adolescence.* **Patrick Schloss** (117), along with others, "Using the Pause Procedure to Enhance Lecture Recall," and "Publishing Frequencies of Departments Conferring the PhD in Special Education," Winter, 1987, and Summer, 1986, issues of *Teacher Education and Special Education.* **Dr. Robert L. Carpenter** (0004), "Special Education Teacher Preparation and Service Delivery in a Developing Country: Indonesia," Winter, 1987, issue of *Teacher Education and Special Education.*

# Improving the Communication Skills of Learning Disabled Students Placed in A Resource Room Setting

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Language disabled children in the elementary school resource room program need a productive and fun vehicle for remediation of expressive language problems. The development of a group newspaper can provide this vehicle.

A group newspaper provides motivation and sharing with others outside of the resource room. It also has a positive effect on attitude of those who receive this piece of communication. The newspaper is based on a formula for language development in the form of the questions, Who, What, When, Where, How, and Why. These questions can be displayed in the resource room.

The children decide on the important elements that they want to include in the newspaper. The teacher guides them by structuring the writing, proofreading, organizing the sections, and selecting the content.

Each year, the students who have been involved in this project motivate the new members to participate in the activities. The staff is chosen by giving each intermediate resource room student a position: Editor-in chief, editorial assistants, proofreaders, illustrators, interviewers, reporters, computer resource persons, and those who do layout and pasting. In this way everyone has a job.

A contest is held to determine the title for the newspaper. The contest is run by the students, who brainstorm for titles. Following the brainstorming, silent voting takes place. The cover for the newspaper is designed with the illustrator.

A trip to the local newspaper provides a sense of reality and importance. The students write business letters asking for an appointment. The trip is then planned and questions are prepared for the newspaper staff. Each person carries paper on a clipboard for taking notes during the visit. A day is chosen when the newspaper is being laid out so the children can witness the process. The next day thank you notes are written to the news staff.

Interviewing is an important aspect of the newspaper. Techniques are developed in the resource room beginning in the primary grades. Students brainstorm questions and interview each other. They find out all the facts about each other, then they report to the group. Short articles are written for the newspaper. The older students (Grade 4-6) develop questions for family, staff and community. The questions are developed around extending career awareness rather than personal matters. Children often do not know about the work their parents do or how they were prepared for the world of work. Questions are also developed for school staff and community people. After practicing at home using the tape recorder, the students go in pairs to visit staff members. This involves setting up an appointment.

Whenever possible during the interview, children are encouraged to question a person based on what they hear. Children find it difficult to be spontaneous and they generally ask the questions that are prepared.

Following the taped interview, students can write down the information verbatim from the tape. Since this can be a long and tedious job, it is shared by the partners. The interviews should not be too lengthy; ten or twelve questions work the best. Senior citizens make very good subjects for an interview. The children learn a lot about the past and can compare education, entertainment, clothing and prices, with the present. The people who were interviewed by the group can be given the tape and a picture to remember the day.

The newspaper or articles can be written by the students or through the use of a computer. Students may write articles, proofread the article and rewrite it in manuscript or cursive. Rewriting by hand can be eliminated by using the computer to type articles. Writing can be done directly on the computer, using the Bank Street Writer. Proofreading is done with the teacher and with the disk inserted to correct spelling. For younger children, the larger print is used. Working pairs makes the typing easier, and increases on-task behavior. The children's typed articles are printed at least three times: one copy for the wall display, one for the newspaper and a copy to take home. Rereading articles with individual students or in small groups is one way for all students in the class to enjoy the written material.

One way to organize the lay-out of the paper is to put each intermediate student in charge of a column. Newspaper columns can include intramural sports, a joke column and comic strips, ads, puzzles, reports on school events and a Dear column. An opinion section can be incorporated as the end product of many language lessons. Students read articles on controversial topics in the Weekly Readers or with appropriate materials. Debates are held and then children write about this.

All the activities for the newspaper prepare children for oral and written language competence. The development of communication skills using the newspaper brings the resource room outside its boundaries and bridges the gap between the resource room and the mainstream class. The motivation for written communication surfaces naturally as students create newspaper articles and positive feedback helps to heighten the acceptance of resource room students in the school. Finally, as the students take their newspapers home, parents become involved and gain respect for their children's abilities.

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# The Identification of At-Risk Learning Disabled Children: The Importance of Early Intervention

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*The paper presents a discussion of the importance of early identification and early intervention for at-risk learning disabled children. Several sources were consulted to provide evidence from authorities in the field. Eleven questions, developed to aid parents and teachers in the early identification process are presented. These questions provide a tool for the early identification of children who are at-risk of having potential problems when they enter school. The goals of early intervention programs are also presented.*

One of the most important trends in the future of special education is that of early identification and help for at-risk children. Children who suffer from learning disabilities often may not display these problems until they start school. Lerner (1985) states however, that it is possible to predict which children will have problems in their school career. At-risk children are vulnerable because of many factors. The factors can include: medical problems, language problems and delays, cognitive skills problems, deprived environments, and learning disabilities. Children who are at-risk can be spared failure, frustration, emotional problems, and years of being told to "try harder" if their disabilities are diagnosed early. All children deserve a good start in their academic careers, however, some children need extra help to facilitate their learning and development so that they too can reach their potential.

The early identification of problems and the enrollment in an early intervention program are the two most promising ways to help at-risk children. Lerner (1985) states that early identification and early intervention programs provide dramatic results. If preschool children can be identified before problems arise, then failure can be prevented and these children can succeed in school and later life.

Identification of at-risk children during the early childhood years is vital because it is during this period in the child's life that the foundations upon which all future learning will be built are being developed. Educators and child development specialists have acknowledged the importance of these years from birth to about age six. Lerner, Mardell-Czudnowski, and Goldenberg (1981) state that the vital importance of the early childhood years and their relation to success later in life has become clear. Research has confirmed that the early childhood years are the most important in the child's life; it is during the first six years of life that the child has the most potential for growth in all areas.

Once identification is achieved, early intervention programs are essential to help children reach their highest potential. These programs offer many benefits. Lerner, Mardell-Czudnowski, and Goldenberg (1981) state that early identification and early intervention are potentially the most effective ways to help handicapped children and children with special learning problems operate at their highest level. If proper identification and remediation is provided early, some problems can be overcome, some problems can be relieved, and some problems can be helped so that the child's quality of life is better. Experts in all areas of special education acknowledge the urgent need for early identification and remediation.

Peterson (1987) provides a rationale for early intervention programs by listing eight major premises which state that early intervention is important because:

1. During the early years the initial patterns of learning that set the pace for and influence the nature of all subsequent development are established.
2. Research suggests the presence of certain critical periods, particularly during the early years, when a child is most susceptible and responsive to learning experiences.
3. Intelligence and other human capacities are not fixed at birth but, rather, are shaped to some extent by environmental influences and through learning.
4. Handicapping conditions and other factors that render a child at-risk for developmental disabilities can interfere with development and learning so that the original disabilities become more severe and secondary handicaps will appear.
5. A child's environment and early experiences, particularly the degree to which these are nurturing or depriving, have a major effect upon

development and learning; both greatly influence the degree to which a child reaches his or her full potential.

6. Early intervention programs can make a significant difference in the developmental status of young children and can do so more rapidly than later remedial efforts after a child has entered elementary school.
7. Parents need special assistance in establishing constructive patterns of parenting with a young handicapped or at-risk child and in providing adequate care, stimulation, and training for their child during the critical early years when basic developmental skills should be acquired.
8. Early intervention implies some economic-social benefits in that prevention or early treatment of developmental problems in young children may reduce more serious, burdensome problems for society to cope with later, including their accompanying costs.

These premises organize the ideas and research of many authorities. Peterson is saying that we must attempt to prevent rather than remediate later. Sanfilippo (1977) states that the early years are a time when learning problems can be prevented through an "early warning system" so that learning opportunities can be individually tailored to the needs of each child. In the early childhood years educators are given the opportunity to plan for the child's future school life, but if problems are put aside until the later grades more severe problems develop making remediation difficult and in some cases impossible. Identification and help in the early years is important because that is the time when help is most effective.

Once we understand the foundations of early identification and early intervention, we need to ask WHAT ARE THE METHODS WHICH CAN BE USED TO IDENTIFY AT-RISK LEARNING DISABLED CHILDREN? Myers and Hammill (1976), suggest that parents and teachers respond to eleven questions while observing the child. The data collected by answering these questions can be used for referral purposes. The questions are:

1. IS THE CHILD HYPERACTIVE?

   Does he/she exhibit restless, erratic behavior? Is he/she always in motion, sleeps little, and exhibits a short attention span? This exists on a continuum from mild, moderate to severe.
2. IS THE CHILD HYPOACTIVE?

   Is he/she lethargic, quiet and not as active as other children his/her age?
3. IS THE CHILD UNCOORDINATED?

   Is he/she poor at activities that require gross motor coordination such as running, jumping, skipping rope? Does he/she have problems with activities that require fine motor coordination such as writing, drawing, and cutting? Does he/she have difficulty balancing? Does he/she stumble, fall, and behave clumsily in general?
4. DOES THE CHILD SHOW PERSEVERATION BEHAVIOR?

   Does he/she keep doing a task after it is completed? Does he/she repeat words over and over? Is he/she unable to shift ideas verbally or in writing? Does he/she write the same word or letter incorrectly over and over even after correction? Does the child cover the page with the same color or continue to pound a nail even after it is fully embedded?
5. DOES THE CHILD SUFFER FROM EMOTIONAL PROBLEMS?

   These problems are usually the result of frustration and anger because the child cannot do what he/she wants to do on the playground or in an academic setting. Is the child bright, quiet and obedient, but a constant daydreamer? Is the child highstrung and nervous? Is it difficult to keep his/her attention? Does the child have temper outbursts? Is the child unable to concentrate and is lacking in self control?
6. DOES THE CHILD SHOW PERCEPTUAL PROBLEMS?

   Does he/she walk into things? Does he/she have trouble "seeing" the corners of the coffee table, finding the hidden pictures in a children's magazine? Does the child confuse right and left?
7. DOES THE CHILD HAVE SYMBOLIZATION DIFFICULTIES?

   Does he/she have difficulty forming thoughts through spoken language? Does he/she have difficulties using toys to represent different situations other than what is seen on television? Asked to tell more about the toys and what they do in other situation does the child repeat the same thing?
8. DOES THE CHILD HAVE ATTENTION PROBLEMS?

   Is the attention very short? Is he/she easily distracted by anything going on around him/her? Is the attention span too long? Does he/she give too much attention to one unimportant detail overlooking the main idea?
9. DOES THE CHILD HAVE MEMORY PROBLEMS?

   Is he/she unable to remember what he/she hears? Is he/she unable to remember what he/she sees?
10. DOES THE CHILD HAVE SPEECH PROBLEMS?

    This ranges from a mild lisp to a child who cannot be understood at all.
11. DOES THE CHILD HAVE PROBLEMS WITH DEVELOPMENTAL TASKS?

    Within reason did the child walk or talk on time or late? Has the child kept reasonable pace with peers?

A great deal of research must be done in the area of early diagnosis and intervention to assist professionals in providing the best possible means for locating and helping at-risk children. This avenue of research is the most promising and deserves attention.

Once these questions are answered a profile can be constructed and more questions can be asked. Parents can request professional diagnosis and teachers can refer the child for testing. The important aspect of these questions is that they provide a means of looking at the child who is suspected of being at-risk. The value of the profile generated by these questions is that it provides data that can be presented to professional diagnosticians, developmental psychologists, and medical professionals for further diagnosis.

Once a child is evaluated and found to be at-risk a program to assist the child must be found. According to Peterson (1987) the goals of the program should be to: (a) develop an educational setting suited to the child's needs, (b) teach the child those skills necessary to cope with the problems the disability presents, (c) develop ways to bypass the child's limitations by using special materials and methods, and (d) help the child become independent.

It is imperative that once a child is identified as at-risk, a program be found to meet the child's special needs. This program should also help the child learn at an early age how to prevent problems that may persist throughout the child's life.

Early identification and early intervention for children at-risk for learning disabilities will help children develop skills and independence. The identification will also help children become contributing members of society, thus enriching our culture. The potential these children have for many fields must not be allowed to go unnoticed.

# Suicide and the Learning Disabled

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Everyday more than 1,000 young people in the United States attempt suicide—and this is only the reported figure. Many experts believe that suicide is, in fact, the number one cause of teenage death in this country. Tragically, it is also the nation's number one preventable cause of death. Suicide is a cry for help that backfires—a cry for help that demands intervention.

It needs to be recognized that suicide is viewed almost universally as a "different" kind of death. Death generally, as we have come to know, is a taboo topic in our society, and death denial is abundantly evident. But deaths due to illness, accidents, old age, disasters, wars, etc. tend to be separated in our feelings from suicidal deaths. Death by suicide seems not only "irrational," but tends to have a shattering effect on all those it touches.

Why is suicide so shattering? What seems to distinguish suicidal death is that it is interpreted as an act of communication. At the same time, it is a communication to which one cannot respond appropriately or meaningfully because the dialogue has been cut off. Family members, in particular, can feel stigmatized, can feel that they have failed, and that they are being held responsible in some way for the act without being able to prove otherwise. Yet, there is hardly ever a simple cause-effect relationship linking significant family members, and/or peers to the suicidal act.

This single act of terminating one's own life can engender in families and in social groups (such as schools, neighborhoods, clubs, etc.) with which the suicidal individual was involved pervasive feelings of guilt, frustration, and remorse. In time, angry feelings may surface as well. Inevitably, a self-examination process occurs, both consciously and unconsciously, and this can make people uneasy, uncomfortable and upset.

Because so many variables are involved, suicidologists are still not able to provide a single "psychological profile," or list of person-environment characteristics that can enable one to identify readily and consistently a suicidal individual. There are clues and signs that communicate that an individual may be considering suicide as a "way of coping," and one of the key signs appears to be depression.

Depression, when viewed clinically more often than not revolves around the issues of loss, anger turned inward, feelings of depair and worthlessness, helplessness and a general lowering of self esteem and self worth. If one postulates that growing up today is at the very least, difficult; fraught with many pitfalls, pressures and stresses that were much less in evidence twenty to thirty years ago, the assumption is and can be proven by the tremendous increase in self destructive behavior as evidenced in an adolescent population i.e. Suicide has increased, well over 200% in the 19-24 year age range in the past two decades while the rest of the population has stabilized. Coupled with this is the tremendous increase in alcohol and other substance abuse. It has also been postulated that within the adolescent suicidal population, at least 30% to 40% of those young people who died were abusees. Also if the years of adolescents are looked at in depth, we find the tasks of growing up and away towards independence are becoming increasingly difficult due to economic problems. Furthermore, the adolescent years are doubly difficult when one must consider the psychological structures of self esteem need to be bolstered and strengthened. This of course becomes a much more difficult task within the disabled/handicapped population.

While there currently is a paucity of research suicide within the population of the exceptional children, there is enough information about self esteem-worth to postulate that many of these young people go through the same developmental stages (albeit in certain cases—at a slower rate) as their so-called normal counterparts. However, it is the author's contention that this population (handicapped/disabled) is much more vulnerable and can be prone to depression at a higher rate than the normal population.

While self esteem can be viewed within a developmental framework it is important to recognize the fragility of the adolescent's psyche. This is within the full spectrum of the age. Consider if you will the damage to the psychological structure of the "damaged" young person. If so called normal adolescents are prone to mood swings, hyper-self criticism, glandular turbulance, etc. and they do not have any of the disabilities/handicaps, one can hypothesize the damage done to their ego as a result of birth, genetic, or accidental training.

If one can visualize a vertical ladder with rungs that are labeled as follows from the bottom toward the top—self esteem-damage-lessened esteem, self worth-frustration-anger-depression-acting out or in-leading to some type of self destructive behavior. While simplistic, the above allows in a very general way to view what may happen to vulnerable, at risk adolescents.

As we know, behavior is generally the way we can tell how a person feels about themselves. This can help us to diagnose and help the vulnerable young person.

Bryand & Herjanic (1980) have identified the following as characteristics to help practitioners recognize depression or potential suicide:

1. Continued low mood over a period of several days as evidenced by sadness, tearfulness, withdrawal, and expressions of low self-esteem and hopelessness.
2. Unusual changes in behavior such as abrupt shifts from even temper to angry outbursts, sudden hostility and destructiveness, increased restlessness or irritability, and loss of interest in usual activities.
3. Disturbances in sleep patterns, such as insomnia or early awakening with feelings of apprehension and sadness. Increased time spent in bed, earlier bedtimes, or inability to wake up in the mornings in the absence of sleep-inducing medications.
4. Changes in appetite or eating habits such as apparent loss of appetite and loss of weight or unusual increase in food intake and increase in weight.
5. Physical complaints such as headaches, stomachaches, muscle aches, or continual fatigue that have no physiological basic.
6. Changes in school behavior such as refusal to go to school or to participate in activities, incomplete assignments, shortened attention span, daydreaming, and loss of concentration and memory.
7. Changes in energy level such as changing from participation and interest to listlessness, boredom, and dejection. (pp 63-64)

Klagsbrun (1976) discusses seven components an individual may address in a suicidal situation. These are listed below.

1. Recognize the clues to suicide. Look for symptoms of deep depression and signs of hopelessness and helplessness. Listen for suicide threats and words of warning, such as "I wish I were dead," or "I have nothing to live for". Watch for despairing actions and signals of loneliness; notice whether the person becomes withdrawn and isolated from others. Be alert to suicidal thoughts as a depression lifts.
2. Trust your own judgment. If you believe someone is in danger of suicide, act on your beliefs. Don't let others mislead you into ignoring suicidal signals.
3. Tell others. As quickly as possible share your knowledge with parents, friends, teachers, or other people who might help in a suicidal crisis. Don't worry about breaking a confidence if someone reveals suicidal plans to you. You may have to betray a secret to save a life.
4. Stay with a suicidal person. Don't leave a suicidal person alone if you think there is immediate danger. Stay with the person until help arrives or a crisis passes.
5. Listen intelligently. Encourage a suicidal person to talk to you. Listen and show concern and respect for what the person says.
6. Encourage professional help. Put pressure on a suicidal person to seek help from a psychiatrist, psychologist, social worker, or other professional during a suicide crisis or after a suicide attempt. Encourage the person to continue with therapy when it becomes difficult.
7. Be supportive. Show the person that you care. Help the person feel worthwhile and wanted again.

In conclusion, it is important to be aware that the handicapped adolescent is more vulnerable towards a variety of emotional and behavior disorders. Adolescent suicides are increasing at an alarming rate—some say—within epidemic proportions. In fact, it is now one of the leading causes of death among young people from 15 to 24 years of age. Accident and homicides are other causes. All too often we are paralyzed by our own denial and failure to act. Hopefully this article has helped you to become more aware of this tremendous problem.

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# Learning Dunn Well With Style

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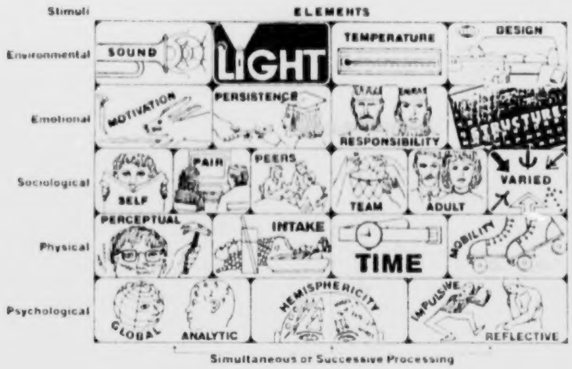
*One approach to education for teaching the child with special needs is the learning styles approach. This paper will provide an overview of the learning styles model developed by Drs. Rita and Kenneth Dunn; describe some specific elements that are preferred by the special needs youngsters; and explain ways to modify teaching techniques to accommodate those students who have difficulty achieving.*

Certain youngsters have difficulty learning in the classroom, whether it be in the regular or special education setting. Many teachers wonder why some students cannot seem to focus attention, concentrate on a task, listen to instruction or learn a specific skill.

In 1967, the State Education Department in New York designed a program to help teachers learn how to teach children who were two years or more behind grade level in reading or math. Graduate students, college professors, classroom teachers, and administrators worked together in selected public schools experimenting with techniques to learn how children actually learned. The results of these experiments suggested that while many methods worked well with certain students, they are ineffective with others. Continued research verifies that learning is a unique process that affects each of us very differently. This paper will discuss the importance of Drs. Rita and Kenneth Dunn's learning styles approach to education for teaching special education students who have difficulty achieving well in school.



LEARNING STYLES MODEL

Figure 1. — LEARNING STYLES MODEL

## What is Meant By A Learning Styles Approach to Education?

Many researchers define the concept differently but, basically, learning styles is the way individuals concentrate on, or absorb and retain new or different information or skills. It is *not* the materials, methods or strategies that people use to learn. Those resources that complement each student's style. Also, every student has a learning style regardless of his/her I.Q. or achievement.

According to the learning styles model presented above, (Carbo, Dunn, & Dunn, 1986, p.3), each of us is affected differently by our immediate ENVIRONMENTAL, EMOTIONAL, SOCIOLOGICAL, PHYSICAL, and PSYCHOLOGICAL CHARACTERISTICS when trying to concentrate on, learn, or remember new and difficult information. Most people have between 6-14 elements that affect them strongly; of the more than 1,000,000,000 people tested, few have evidenced fewer than five. Knowing your students learning style will help you teach them better and help them to succeed more easily than previously.

Let us take a look at the first eighteen elements, since those are easiest to apply without much background.

I. **ENVIRONMENTAL ELEMENTS** (Carbo, Dunn, & Dunn, 1986)

**Silence vs. Sound:**

Some children need absolute silence in order to concentrate. They cannot "think" with noise when engaged in cognitive activities. Other children can block out sounds and just keep working. They can concentrate in the midst of confusion and are oblivious to anything other than their tasks. And, still others must have sound in order to keep working. They enjoy working with a radio, television or stereo on because they need sound to concentrate. Many underachievers prefer to work with sound: soft music in the background apparently helps them focus on their tasks (Dunn, Pizzo, Sinatra, & Barreto, 1983; Pizzo, 1981).

**Bright light vs. low light**

Many students find that they can only concentrate in bright light. If they are seated in a part of a classroom that is dim, they may become drowsy or fall asleep! On the other hand, low light calms some students and makes them less hyperactive. If they are seated in bright light, they often squirm and fidget. Underachievers may prefer to work with soft light; bright light may make them nervous. Adjust the lighting in your class to meet varied student needs (Dunn, Krimsky, Murray, & Quin, 1985).

**Warm vs. Cool**

Temperature is relative and children react differently to the same thermometer degree. Some children will prefer to wear a sweater while others may want to be placed near an open door or window. Remember, do not insist on having students take off sweaters merely because you are warm! (Murrain, 1983).

### Formal Design vs. Informal Design

Some students do their best studying when seated at a wooden desk and on a hard chair. Others work best when they are cozy on a comfortable pillow, soft chair, or fluffy rug. Special education students may prefer to work in an informal classroom setting. When they are placed in their preferred environment, positive difference occur in their behavior and achievement. Students that exhibit discipline problems should be permitted to choose where they would like to work; then should be observed to see if they are working seriously when given that option (Dunn, 1987; Hodges, 1985).

## II. EMOTIONAL ELEMENTS

Most teachers realize that they cannot teach motivated, persistent, responsible, structured youngsters the same way they teach the handicapped children who may be poor achievers. The underachievers may lack motivation, persistence, and responsibility, but require a great deal of structure. They may not take their work seriously, often give up easily, frustrate quickly, and become troublesome. To help these student, a teacher should:

- provide them with specific, short objectives (tasks);
- supervise the youngsters as they proceed with the work task;
- praise them while they are working not after they have completed the task;
- distribute material they can master while working independently.

Unmotivated, poorly achieving students often respond positively to ongoing supervision, direction, and praise. They often require much structure. Detailing the assignment will be a great help to them. They should be told exactly what to do, when to do it, what the assignment should look like, when it is due, and so forth. This structure will help them begin the assignment and eventually complete it. Without specific directions they will become distracted (White, 1980).

## III. SOCIOLOGICAL FACTORS

It would be pleasant to think that all caring teachers could teach every child and succeed. However, some students learn more easily when they work alone. They try to create their own format to complete the task. Others are pair-, peer-, or team-oriented. They enjoy working with friends. Some students are adult oriented. They feel secure when an adult is nearby. Other students have a variety of sociological preferences; they can learn alone, in groups, or with an adult. The underachiever, however, often prefers to work with *peers*. Teachers should allow children to interact with each other and to study together. Freedom to talk and walk in the classroom, within reason, helps too! (DeBello, 1985: Perrin, 1984; Miles, 1987).

IV. **PHYSICAL PREFERENCES** is perhaps the most important of all the elements. The four perceptual strengths tell us whether a child learns best by listening, seeing, touching or doing. The auditory student learns best by hearing, or listening to someone. Only 20 to 30 percent of the elementary school population seems to be auditory. Most teachers instruct children by lecturing to them. For example, phonics is an excellent method, to teach reading—but only to auditory youngsters. These auditory children will have the ability to discriminte sounds to form words; thus, speaking and reading to an auditory learner is one way to get new ideas across (Carbo, 1980; Kroon, 1985; Martini, 1986; Weinberg, 1983; Wheeler, 1983).

However, the Visual student learns best by seeing or reading, and 40 percent of the elementary school population seem to learn best that way. Visual youngsters should read about the subject *before* the teacher actually introduces it. When learning to read, the sight word approach is an excellent method to teach visual children. They, thus, are better able to retain approximately 75 percent of what they read or see.

Tactile students learn best by touching, feeling, and manipulating instructional materials. Lower grade students are tactile usually. Teachers should permit such students to underline what they read and take notes when they listen. They should work with projects which they construct or manipulate. Baking, sewing, building, painting, drawing, etc. are wonderful ways for tactile children to learn new information.

Kinesthetic students learn best through real life experiences. Most kindergarten students are tactile/kinesthetic; they learn by, touching, writing, drawing, feeling and doing. They learn best by actually experiencing situations. Trips, pantomine, class plays and building things, are excellent ways to teach kinesthetic children. Teachers should remember that telling kinesthetic children will not help them to learn; they must *do* for themselves. Usually, poor achievers have strong tactile/kinesthetic characteristics. Allow them to manipulate resources and experience real life situations. Do not just lecture or read to them. Most important, never use a single method to introduce a lesson to an entire class. The technique should match the students' perceptual strengths.

### Intake vs. No Intake

Some children often like to nibble, drink or chew while concentrating. Others will not eat until their work is completely done (MacMurren, 1985).

### Time of Day: morning vs. afternoon vs. night

Time of day describes the specific time of day that students are most alert. Years ago professors used to say "teach reading and math in the morning." We now know this is not accurate. Students should be taught their most important and difficult subjects depending on their preference, morning, afternoon, or evening. Special education students who demonstrate underachievement may prefer late morning or afternoon. Teachers should adjust their day according to their students' strengths.

**Mobility vs. Non Mobility**

Some students need frequent breaks and must be able to move about the classroom freely. Others can sit for long periods of time before moving. Special needs students require mobility, especially if they are hyperactive or have a short attention span. Allow students to take frequent breaks and then return to their work. It is essential that we properly diagnose children's learning styles so that we can adjust and modify our teaching techniques and our classroom. (Dunn, Della Valle, Dunn, Geisert, Sinatra, & Zenhausern; 1986; Della Valle, 1984).

**What Instruments are Available to Assess?**

There are two instruments that are available to properly assess childrens' strengths and weaknesses. The *Learning Style Inventory: Primary Version* (Perrin), is obtainable from Learning Styles Network, St. John's University, Grand Central Parkway, Jamaica, NY 11439. Its hand-scorable test, research manual, and directions for teaching based on results cost: $35.00 The *Learning Style Inventory.* Obtainable from Price Systems, Inc., Box 3067, Lawrence, KS 66044 provides a specimen set for $12.00.

Your classrooms can easily be redesigned to complement each student's style. Designate areas such as, *The Listening Corner, Food for Though Table, The Quiet Place,* etc. in order to make your room come alive for the children. It is not difficult, not costly and not time consuming. Once it is done it will be wonderful watching your children improve their skills!! (Cuccia, 1985; Carbo, Dunn & Dunn, 1986).

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# A Community-Based Vocational Training Program for the Handicapped

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*The Wayne-Finger Lakes BOCES Vocational Training Program for the Handicapped is a four year work experience program for mildly handicapped youth, age 15-21. Unlike traditional programs that center on a workshop-type approach, this program is unique in that it utilizes large community institutions such as hospitals and colleges to provide direct training experiences for students. The program boasts a 70% retention rate, having placed over 11 students in its five year history.*

### Introduction

The Wayne-Finger Lake BOCES Vocational Training Program for the Handicapped was established in December 1982. It was designed to better serve the needs of mildly handicapped youths who functioned above the levels appropriate for a sheltered workshop, yet were unable to successfully cope in a traditional occupational program. Students in the 26 district BOCES, whose handicaps comprise severe speech, learning disabilities, mild to moderate mental retardation, as well as emotional disabilities, were provided with little or no vocational work experiences aside from the local sheltered workshop.

In frustration, a county-wide committee of school counselors, Chairpersons of Special Education, and the Director of Special Education at Wayne-Finger Lakes BOCES began legwork for the creation of a program to meet these students' needs. Soon after, a grant award of $50,000 was offered by the New York State Vocational Education Act Grant Committee. With this funding, two identical 4,000 square foot workshop buildings were erected; one located in Wayne county, the other in a centralized location in the finger lakes region. These buildings became the sites for Levels I and II of the program.

In December 1982, the Vocational Training Program for the Handicapped was begun at both buildings. Each worksite started off with one teacher, one teacher assistant, and six students, ages 14-16. Presently the program consists of ten teachers, four teacher assistants, and approximately 120 students, ages 15-21. The numbers continue to grow.

### Overview of the Program

The Program is comprised of 4 distinct half-day levels. Students, however, may spend 4 months to two years at a given level before being placed in competitive employment, or, where appropriate, in a sheltered workshop. At Level I, students explore three different vocational areas: Food Services, Service Occupations, and Building Maintenance. At Level II, students concentrate in one of the aforementioned areas, and receive small group instruction from four months to two years, depending on skill levels and abilities. Throughout both levels, the classroom training site is treated as much like a job as possible, with students using a timeclock daily, receiving periodic evaluations and awards for productivity, and being docked certain privileges when behaving inappropriately.

Levels III and IV entail, perhaps, the most unique aspects of the program. It is here that community institutions serve as training sites for students, and function as natural opportunities for mainstreaming at its best. The remainder of this paper will focus on these two levels and the role of community resources.

### Level III—What It Is—And Isn't

Once students achieve basic pre-employment competencies at Level II, they are assigned to one of the three following community institutions—depending on residency—to receive in-depth training in a vocational area: Canandaigua Veteran's Administration Hospital, in Canandaigua, NY: Hobart and William Smith Colleges in Geneva, NY; or Newark Developmental Center in Newark, NY. Here students receive training in one or two of the following departments: Food Service/Dietetics, Housekeeping, Grounds, Plumbing, Painting, Carpentry, Warehouse, Auto Shop, Recreational Services, or Medical Information Services. This training is conducted from Monday through Friday on a half-day basis with students being transported to each facility by their district transportation system. Students spend the remainder of their day in a self-contained classroom or a resource room setting within their home school district.

A Work-Study Instructor who is a certified New York State Special Education teacher has an office at each site to oversee and administer the program. It is this person's responsibility to select workers in each of the aforementioned departments who become individual trainers for the students. These workers become the students' preceptors, e.g., training the student in basic janitorial skills, while instilling good work habits such as initiative, thoroughness, and dependability.

Institutional staff members who become trainers have a dual role: On one hand, they are expected to fulfill their daily responsibilities in their regular job, such as cleaning the entire 4th floor in Building 6. On the other hand, they are expected to work individually with a student, teaching that person the basics of a vocation, while always setting a good example for the student. This is a formidable task and some trainers have later commented that they did not realize all that was involved in working with students.

Naturally since each student is different, and not all trainers teach the same way nor are they equally effective, some discrepancies result. To compensate for possible inconsistency, the Work-Study Instructor serves as a facilitator to the trainer, offering guidance in the most effective teaching methods. The three methods used most often at Level III include: (a) Modeling by example; (b) Linked Learning via Task Analysis; and (c) Guided Practice.

At the start of each new school year, in-service workshops are held for trainers and supervisors, providing personnel with practice in the aforementioned techniques. As the school year progresses, the Instructor works individually with trainers, offering suggestions to individuals on an as-needed basis.

Despite the fact that the trainer does the majority of skill instruction, the Work-Study Instructor is not separated from the instructional process. On a daily basis, the Work-Study Instructor is responsible for making daily visits to the students while they work. The Instructor records behaviors, takes timed samples of students work, and talks to each individual trainer and student regarding problems/progress. When needed, the Instructor may spend an entire half-day session or more with a given student, providing additional training as needed. This Process can be illustrated through a student in the program. A Dietetics student at the Canandaigua VA Hospital was having difficulty learning how to polish stainless steel surfaces correctly. Ethel, the trainer, was unable to have the student repeat the task due to departmental needs. Thus, the Work-Study Instructor worked intensively with the student, reinforcing the concept while minimizing student frustration and disruption to the department.

Trainers are assigned to a student for an entire year and train the student on a non-paid basis. This requires an incredible amount of dedication but most will say they find a great source of satisfaction in working with the students. Trainers are selected of the basis of good work habits, evaluations, and the recommendations of immediate supervisors. Thus, students are placed with the best possible role models. In addition, productive workers get rewarded for their efforts by the privilege of working with a student. Inasmuch as trainers are selected on a voluntary basis, there is never any obligation to train a student. Before agreeing to take a student, preceptors are told some of the student's strengths, weaknesses, hobbies, and personal characteristics. A trainer then makes his/her decision.

For the most part, the experience of having an assigned student is viewed as a privilege for trainers. As one trainer said, "I'm helping a kid get a good job, who might not otherwise get a chance. These students *deserve* a chance. Besides, it helps me out in my job having one extra set of hands do some of the work."

But training is not always so harmonious. Occasionally, a trainer will have difficulty with a student, personalities may clash, the student requests working with another trainer, or the Work-Study Instructor removes a student who is working with someone who is not setting a good example. But these experiences are the exception, rather than the rule, since much care and pre-planning is done prior to the student's arrival at Level III.

### Level III-A Typical Session at the Canandaigua VA Hospital

Bob Brady (not his real name), a strapping young 17 year old Senior from Phelps, NY, arrives at the Canandaigua VA Hospital via school bus at 8:53 am and walks to the Work-Study Instructor's Office by 8:57 am. After greeting the Instructor, Mary Evans, he chats briefly about his weekend. Mary then reviews punching in on his time card and asks Bob to demonstrate this to her. Bob walks down the hall to the hospital uniform room where he selects one of his white dietetics uniforms. Students are issued 3 uniforms, just as any other hospital employee, and are expected to drop them off at the end of a work shift. Bob then proceeds into the men's locker room, deposits his bookbag into his assigned locker, and changes. He walks back to the office and this time correctly punches in on the time clock. Mary tells him she will be up to see him sometime this morning and reminds him to take only a 10 minute break.

Bob walks by himself over to Building 2, where the main Dietetics kitchen is located. He signs in at the front desk, and goes into the dining room to locate his preceptor, Stacey. Stacey has worked in Dietetics for 5 years. He finds her scooping chocolate pudding into individual white styrofoam bowls which are sitting on a large stainless steel tray. He stands next to her and they chat about the weekend while Stacey finishes the tray. Since Bob has scooped pudding before, Stacey brings him two more trays, approximately 100 dishes, and asks him to scoop the rest.

During the hour it takes Bob to complete the task, Stacey checks his work periodically in order to offer suggestions if needed. Bob spends the remaining 70 minutes mopping the large dining room floor with Stacey, and wiping tables. During the course of this session, Mary Evans observes from both distance and close-up. She reminds Bob to continue working even though she is there observing him and compliments him on his work. Then she talks briefly to Stacey, before moving on to the next worksite.

Bob finishes his shift and returns to the office where he punches out. He then goes into the locker room to change into his street clothes. He drops off his dirty uniform in the uniform room and returns to the Instructor's Office. Bob talks to Mary and the other students before catching his bus at 11:08 a.m.

While the students are engaged in training at Level III, all are required to complete Pre-Employment-Skills Training (Fondly called P.E.S.T.). These classes are required before a student can use local employment and training office funds as possible funding at Level IV.

### Level IV — Competitive Employment

While the student is receiving training at Level III, he/she is also having frequent evaluations from (a) the trainer, (b) the Work-Study Instructor at Level III, and (c) the Level IV Work-Study Instructor. The Level IV Instructor has the responsibility of locating jobs for each student back in or near the student's home community and conducting follow-up services on the student. The Level IV Work-Study Instructor makes periodic visits to the Level III sites, as well as counsels the student regarding job possibilities in the student's home community. Inasmuch as the Wayne-Finger Lakes area is rural in nature, no local transportation system exists. Therefore, jobs are located as close to the student's home as possible to ensure reliability on the job.

While the student is receiving training at Level III, two Level IV Work-Study Instructors canvass the community, contacting employers who might offer appropriate employment. Employers are contacted via phone, letter, or on a drop-in basis, and are asked if a tour can be arranged for the Level IV Instructor. The purpose of the tour is two-fold. It allows the Instructor to assess the employer and the worksite to determine if an appropriate placement is possible, and it allows the employer to learn about the program in his/her own surroundings. At this point, it is imperative that the Instructor be supportive and perceptive of the employer's needs. Many employers, particularly in the fast food industry are having enormous difficulties attracting and mainstreaming good help. Learning the employer's needs and determining if a Level III student can meet those needs is the primary goal of the interview.

The employer's decision to take a student often becomes a tedious experience. For some employers, there simply is not enough work for the regular help. For other employers, recent lay-offs require that furloughed individuals are hired before any new help. Other employers are interested in taking on a student but only if funding is available. Unfortunately, to some employers, the word 'handicapped' connotes 'incapable', and funding is a way to ease that discomfort. Ideally, the Work-Study Instructor strives to have the employer hire the student under their own payroll. In this way, if the student should prove to be unsuccessful, other sources of training funding are still available.

There are three sources of funding an employer may receive to train a student: Two hundred hours of paid training dollars through a dual grant between BOCES and the individual county Employment and Training Offices, OVR funding via the area Vocational Rehabilitation counselor, and a small BOCES stipend of $1/hour paid directly to the student by BOCES.

Once funding has been established, the student is interviewed by the employer to determine if an appropriate match can be made. It is then the Work-Study Instructor's responsibility to arrange transportation with the district and/or the parent. Most students' jobs take place between the hours of 8:00-3:00. Occasionally, however, a student will work from 12:00 noon-5:00 pm, in which case the parent is responsible for transporting the child after school hours.

Since June 1986, a total of 16 students have been placed in jobs in the Finger Lakes region. Out of these 16, a total of 11 are still employed. This has resulted in 69% retention rate, or nearly 70% of all students in the Finger Lakes continue to be successfully employed. A breakdown of the specific businesses and the jobs where students work can be found in Table 1.

### Follow-Up

After a student has been placed on a job, the Work-Study Instructor is responsible for continuous follow-up. This involves bi-weekly visits, telephone contact to both employer and parent, and quarterly report cards issued by BOCES and completed with feedback from the employer. An important aspect of this experience is utilizing the Instructor as a Job Coach, working intensively with a student on an as-needed basis. In addition, an IEP is written for each student reflecting the expected outcomes of the employment. We have found that frequent contact with an employer is a must for a successful experience. In the business world, managers do not always have the communicate when problems are occurring nor do many like to be perceived as 'complaining' regarding a student. Often a problem will go unspoken, unless the Work-Study Instructor builds a sound rapport with the employer, encouraging open and frank communication.

### Programming Challenges

While the Vocational Training Program for the Handicapped is successful, it presents many challenges. The first challenge is the large geographic area encompassing the program. Students residing in a rural area can often spend 30-45 minutes being transported to the work site, resulting in a shortened training session for the individual. This is compounded by district busing constraints which mandate, in some cases the times when a student can work. The large geographic area also causes some challenges for the Work-Study Instructor at Level IV who supervises students. The Instructor may have two crises in one day, sometimes in opposite directions. A great deal of time can be lost traveling from one site to another on rural roads.

A second programming challenge is the issue of school-to-work transition which occurs at both Levels. Since the program is designed to simulate a job, students are given the same expectations as any other employee. Conflicts result when students want to go on frequent field trips or refuse to work over the large Christmas holiday.

A related problem to this transition is the students' attitudes. There is a tendency for some of the less mature students to treat supervisors and co-workers with less courtesy and appropriateness than is warranted. Students will 'forget' to call in sick, will engage in excessive roughhousing on occasion, or express flirtatious behavior in the work place. Others will lack self-control and take extended frequent breaks, or will fail to maintain sufficient personal hygiene standards. These challenges, while infrequent are worked with on an individual and small group basis and students are repeatedly modeled more appropriate ways of coping.

### Summary

The Wayne-Finger Lakes BOCES Vocational Training Program for the Handicapped strives to provide real-life training experiences for its' students in settings that replicate the world of work. While always attuned to the students' individual levels of functioning, staff members are continuously striving to enhance growth and performance. The use of large community worksites has positive effects on facility, the individual employees, and especially the students. It encourages involvement of all society's members in training the citizens of tomorrow, thereby utilizing the public as an educative community for its young. It allows each individual to become capable of all that he/she is capable of being.

It is mainstreaming at its very best.

**Table 1. Job Sites Available for Level IV**

**Food Service**

1. McDonald's—Maintenance Worker
2. Burger King—Broiler person/Dining Room Cleaner
3. McCurdy's Department Store (in-house restaurant)—Salad Maker/Dishwasher
4. Woodcliff Convention Center—Cold Vegetable Prep Cook
5. Perkins Cake'n Steak—Bus boy/Dishwasher
6. Hobart and William Smith Colleges—Dishwasher
7. Community College of the Finger Lakes—Pot Scrubber

**Hotel/Motel Industry**

1. Sheraton Inn—Laundry Worker
2. Holiday Inn-Groundkeeper
3. Best Western Sunrise Hill Inn-Houseman
4. Chanticleer Motel—Laundry Worker

**Factories**

1. Canandaigua Wine Company—Vat Cleaner
2. The Birkett Mills—Maintenance Worker
3. Manhill Vending Company—Salad/Sandwich Maker

**Supermarkets**

1. Shurfine Supermarket—Stock Person/Maintenance Worker
2. Apples Supermarket—Grocery Bagger
3. Bells Supermarket—Grocery Bagger

**Miscellaneous Businesses**

1. Saint Michael's Church—Janitor/Maintenance Worker
2. Seneca Army Depot—Roads and Ground Worker
3. Lake Country Food—Mechanic's Helper
4. Elm Manor Nursing Home—Janitor
5. The Furniture Doctor—Furniture Sander/Stripper

# 1987 Mini-Grants Awarded

At the annual Business Meeting of the New York State Federation of the Council for Exceptional Children at the Concord Hotel, the second annual mini-grants of $300 each were awarded to three of our members: two classroom teachers and a college professor.

Geri A. Weiss (Chap. #1002) of Queens received the first award for her work at PS811, the Queens Center for Multiple-Handicapped Children (CMHC). Project HELP (Horticulture Education Landscape Program) is a joint project between Martin Van Buren High School and Queens CMHC. The purpose of the project is to enable learning disabled students at the high school to teach horticulture skills through peer tutoring to the students at the Queens CMHC. For the special education high school students this program is part of their job experience program.

Jeriann G. Hilderly (Chap. #742) received the second award for her work at the Manhattan Occupational Training Center. Her project, "Turn Your Thoughts Into Music," will develop a 15 minute videotape program. The purpose of the project is to assist the students in conceptualizing, writing (lyrics to already existing music), recording, and creating a music video of an original song. Students will participate in a mini-version of the recording business. The video will be shown at the 1988 NYSCEC Convention in Buffalo.

Professor Catherine J. Reynolds (Chap. #248) received the third award for her work at SUNY/The College at New Paltz. Professor Reynolds will be organizing a conference, "Writing Models and Strategies for the Learning Disabled College Student," on April 8, 1988 at SUNY/The College at New Paltz. The purpose of the conference is to bring together educators working with postsecondary writers. Professor Reynolds will be using her mini-grant to publish the proceedings of the conference.

All of the members of your Executive Board are please to be able to recognize and provide financial support to the valuable work being done by our members for disabled individuals in our state. You can receive support for a project in your school, agency, or college by submitting a proposal for the 1988-89 competition. The proposal form is in this issue. Contact your NYS-CEC Regional Representative for additional information about the Mini-Grant program. (P.S. Your Regional Rep is influential in steering your proposal through the competition—Get the idea!).

Congratulations to this year's winners and Best Wishes to the coming applicants.

Jed P. Luchow
Past President

# Literature Review

Russell V. Riggio (74)
Assistant Director for Special Education

Nassau County Board of
Cooperative Educational Services
Division of Special Education
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Westbury, New York 11590

Foster, H.L. (1986) *Ribbin', jivin', and playin' the dozens: The persistent dilemma in our schools.* Ballinger: Cambride, MA $16.95.

The moment is clearly and indelibly etched in my memory. It was 8:15 a.m. on a Tuesday early in September of 1966. The place was the basement gymnasium/cafeteria of a 100 year old New York City building that housed P.S. 613, the James Lawrence School for Socially Maladjusted Boys. This newly assigned, certified 20 year old young man eagerly awaited the start of his teaching career. Armed with two feet worth of New York City curricula, an undergraduate degree in Psychology and instructional methods courses in Reading, Math, etc., he faced his most formidable challenge in a class of fifteen black 12 and 13 year olds, who had been recently referred due to their incorrigible behavior in their local elementary programs. To be sure, the young man felt he was equal to the task. At 6'2" and 200 lbs., he could certainly be expected to provide the necessary control for his students, who averaged 4½ feet and 65 lbs.

How wrong he was! His long range goals for teaching the core curriculum were quickly eradicated with the immediate, but seemingly impossible task of bringing these 15 children two stories to their classroom. Thus began the most difficult and demanding five years of the young man's life. The stark reality of working in an unfamiliar culture became painfully evident with each passing day. The need to understand a foreign language, alien attitudes displayed in an environment with limited physical and personal resources nearly fulfilled the prophecy of failure that frequently surrounds ill-prepared professional neophytes who have been assigned to urban classrooms.

It was not until 1976 when the young man had an opportunity to read the first edition of Dr. Herbert Foster's book, *Ribbin' Jivin' and Playin' the Dozens,* that he came to understand the extent to which he drew upon his own personal resources in that fateful first year of his career. Dr. Foster had distilled all that the young man had experienced in five years of classroom service into 300 pages of examples "Realities", recommendations, and a crash course in foreign language that could have, if it was available prior to 1966, made the young man's life less difficult and service to his students more meaningful and efficient.

It is with this recollection that I embraced the opportunity to review the 2nd editor of *Ribbin'.* Having read the initial edition of *Ribbin', Jivin' and Playin' the Dozens* almost ten years ago, I was curious to review the current one. Would it have relevance? Would the changing nature of our public schools require a major overhall in philosophical underpinnings of the text? Having just finished reading this new version, I am pleased to report that the information is as fresh, salient and relevant as that provided in the first edition. Dr. Foster reinforces his view that the primary objective of the teacher of inner city students should be to develop middle class skills that will enable them to assimilate into the larger society. He recognizes that to accomplish this goal, teachers have to become conversant with the language and behaviors of those in their charge. This knowledge, he explains, if prerequisite to the successful delivery of instruction of any kind. He once again has presented his point of view, using a series of 99 potential problems (Realities) that are followed by practical recommendations for resolution. This format is not only useful in provoking individual thought, but could become the focal point in the development of a behavior management plan for teachers, administrators and teacher trainers as well.

Most importantly, Dr. Foster has heightened the reader's awareness that we live in a changing society. . .one that finds the culture of the urban poor seeping into the mainstream of society. As a result, the implications of this text have become more broadbased and important. The issues that have been raised are pertinent to all who aspire to understand and become more effective in their dealings with those individuals who display inner city attitudes and behaviors. It is clear to this author that suburban educators and human service providers of all types could learn much from Herb Foster, and as a result, should make *Ribbin', Jivin' and Playin' the Dozens* required reading.

## Summary of Executive Board Activities

Pat Holbrook (117) Fed. Sec.

The New York State Federation of Chapters Executive Board met twice this past Fall. The first meeting took place at the Buffalo Airport Holiday Inn on October 17. The second, was called to order on November 13 at the Concord Hotel in Kiamesha Lake.

During the October meeting, in addition to officer reports, regional reports and general action items the committee devoted much of it's attention on issues such as the 1988 NYS-CEC Conference, Publications, and Membership. Ruth Gold (17) Vice-President and 1988 Conference Chairperson moved that the NYS-CEC Conference for 1988 be held at a downtown Buffalo location, either on the first weekend in November on the last weekend in October, respectfully. This motion was seconded and passed.

Sharon Cramer , (402) chairperson of the Membership sub-committee reported that nearly half of the members in NYS are registered in chapter #248. Since this chapter has no registered officers, members are encouraged to change their affiliation to an active existing chapter in their area. They can do this either by writing to Reston or contacting their regional representative. The Membership committee also dealt with the concern for reactivating lapsed memberships. It was planned that packets would be sent to chapters containing materials to promote this.

Jed Luchow (498) Publications committee chairperson moved that the interviews of the new *Forum* editor be conducted by the president, past-president, treasurer and present *Forum* editor in the presence of the full Board. This motion was passed and carried. These interviews were planned to take place at the Consortium Convention. Scheduled interviews included Dr. Stephen Franse, and Catherine Reynolds and Spencer Saland as co-editors.

Action items included the following outcomes; The resignation of Dr. Leonard Barham (45) as NY Region II Representative was regretfully accepted. Dr. Debbie Colley (402) was appointed NYS-SCEC advisor replacing Ida Jean Holman (#19). It was agreed that the NY Federation would hold a reception in the President's Suite at the International CEC Convention in Washington D.C.

The second Board meeting was held in the Towers at the Concord Hotel on November 13. Interviews for a new *Forum* editor were scheduled to take place. Spencer Salend and Catherine Reynolds were interviewed as co-editors. Dr. Steven Franse was not able to attend his interview thus, this will take place at a later date. A decision on this issue is expected soon.

## Student/Professional News

Congratulations to Chapter 117, State University College at Buffalo, for meeting the requirements for the Award of Excellence during the 1986-87 year! Highlights of the year consisted of a successful Exceptional Experience Week involving the Mayor of Buffalo and the Erie County Executive, two camping trips with local handicapped agencies, many professional guest speakers, a wheelchair football game, and an increase in membership of nearly fifty percent. 117 is one of only one of a couple student chapters nationwide who have met the Award requirements. 117 has been very involved in the Buffalo community as well as on the Buffalo State campus. Past President Mark C. Brockmyre sites the outstanding student involvement, constant productive guidance by their advisor, Professor Paul Thomas; and "Terrific support" from the Exceptional Education faculty at Buffalo State for their "banner year". The Award for Excellence, the highest honor a CEC chapter can receive, will be presented to Chapter 117 at the International Convention in Washington. Hats off to Buffalo State!

Many student chapters have yet to submit their officer lists to National Headquarters. It is very important to do so for the chapter to be considered "active" and for them to obtain their appropriate refund from National. Those chapters who have not submitted officers lists to National within the next couple weeks will be placed on the "inactive" list for the remainder of the year.

Stay tuned for information on the Student Leadership Conference sponsored by the Student Association. The conference will be held near the end of February and students will be receiving information soon. All student chapters should plan to attend.

Student Association officer elections will be occurring before long. Any student member interested in obtaining an Association officer position please contact a present Association officer. All positions are available — all nominations welcome.

## *Two Searches Announced*

Searches for two tenure-track assistant professor positions in special education have been announced. For more information contact: Dr. Sally Kaminsky, Search Committee Chairperson, Office of the Dean of Humanities and Social Sciences, The College of Staten Island/CUNY, 715 Ocean Terrace, Room A-103, Staten Island, NY 10301. Duties include a commitment to teaching, program development, and research.

The second assistant professor position is in the SUC & SUNY at Buffalo cooperative doctorate in special education - contact: Prof. Jack Cawley, Chairman, Search Committee, Room 576 Baldy Hall, Department of Learning and Instruction, SUNY/Buffalo, Amherst, NY 14260 (716) 636-3174.

# Mini-Grant Proposal Form

**Guidelines:**
1. **Award for three (3) $300.00 for the '88-'89 school year.**
2. State your objectives developing one or more of the CEC Priority Guidelines.
3. Deadline for receipt of this form is **May 15, 1988.**
4. Report on the grant is expected as an article for the Forum or as a presentation at the N.Y.S. - CEC Conference.
5. If additional space is needed, attach another page.

**Eligibility Criteria:** CEC member, student or regular.

NAME ______________________ CHAPTER # ______________

ADDRESS ______________________ CEC ID # ______________

Home Phone ______________ Work Phone ______________

Regular Member ____________ Student Member ____________ *(Check one)*

Job Title ______________ Name of School ______________

Project Title: ______________________________

Statement of Need: ______________________________

______________________________

Purpose (Objectives): **CEC Priority Guidelines**
1. Develop and promote CEC Professional Standards;
2. Extend access to special education;
3. Improve the quality of instruction; and
4. Improve the effectiveness of the Council for Exceptional Children

______________________________

______________________________

______________________________

Activities (Procedures): ______________________________

______________________________

______________________________

Evaluation: ______________________________

______________________________

______________________________

Budget (Expenses): ______________________________

______________________________

______________________________

N.Y.S.-CEC Visibility Plan: How will N.Y.S.-CEC be promoted as a result of this project?

______________________________

______________________________

Please include letters of support with this application, at least two (2). Please return this form to:
Dr. Jed P. Luchow
The College of Staten Island
130 Stuyvesant Place
Staten Island, N.Y. 10301

# NYS Federation Council for Exceptional Children

Call for Papers

1988 New York State Federation Convention

"Exceptionally Speaking. . ."

Planning for our 1988 convention in Buffalo is underway. The two day convention on Friday and Saturday, November 4-5 will feature nationally recognized speakers. Share your innovative programs and activities on current topics related to the education of all exceptional children and adults with other professionals.

The proposal form should be completed and returned with a 200 word abstract to:

Dr. Ruth F. Gold
Coordinator of Special Education
Hofstra University
Hempstead, NY 11550
(516) 560-5782

The deadline for proposals is February 26, 1988. You will be notified by April 15, 1988 if your proposal has been accepted.

# New York State Federation Council for Exceptional Children

November 4 and 5, 1988

Hyatt Regency Hotel, Buffalo, New York

**Proposal Cover Sheet**

1. Title of Presentation ______________________________
______________________________
2. *Session Leader's Name* ______________________________
Address ______________________________
Phone ______________________ (office)
______________________ (home)
3. *Additional Presenters:* Please list co-presenters on an additional page and attach to this cover sheet. Include names, addresses, and telephone numbers.
4. *Subject Descriptors:* Please indicate one or two word descriptors which can be used in a subject index of the program.
(a)____________ (b)____________ (c)____________
5. *Summary for Conference Program:* In 30 words or less describe the content of your session.
______________________________
______________________________
______________________________
6. *Length of Session:* (check one)
_______½ hour _______1 hour _______1½ hours*

If necessary, would be able to reduce your presentation and share the session with another group?

_______yes _______no

## State CEC Chapter Finder

One of the special benefits of belonging to CEC is the opportunity to associate with colleagues in your area. If you are designated as belonging to #248 in New York State it means that you are an at-large member in the state receiving all the benefits of CEC membership except affiliation with a local chapter. The following list of regions, counties and chapters is provided to help members locate their local chapters. The chapters are registered with national CEC in Reston, VA. If you require assistance in locating a local chapter, you can call your Regional Representative listed on page three of the Forum. Please contact your Regional Representative or one of the members of the Executive Committee, also listed on page three, if you are interested in establishing a local chapter.

**Albany Region**

1. Franklin
2. Clinton
3. Essex
4. Hamilton
5. Warren
6. Washington
7. Saratoga
8. Fulton
9. Montgomery
10. Schenectady
11. Rensselaer
12. Albany
13. Greene
14. Columbia

Registered Chapters

State University College at Plattsburgh Chapter #1003
Russell Sage College Chapter #798
College of St. Rose Chapter #443

**Buffalo Region**

1. Niagara
2. Erie
3. Chautauqua
4. Orleans
5. Genesee
6. Wyoming
7. Cattaraugus
8. Allegany

Registered Chapters

D'Youville College Chapter #483
State University College at Buffalo Chapter #117
Western New York Chapter #402

**Long Island Region**

1. Nassau
2. Suffolk

Registered Chapters

Adelphi University Chapter #856
Long Island Chapter #71
Suffolk Chapter #653

**New York Region #1**

1. Dutchess
2. Ulster
3. Sullivan
4. Orange
5. Putnam
6. Rockland
7. Westchester

Registered Chapters

College at Mount St. Mary Chapter #799
College of New Rochelle Chapter #817
Westchester Chapter #615

**New York Region #2**

1. Manhattan
2. Bronx
3. Richmond

Registered Chapters

College of Staten Island Chapter #498
Greater New York City Chapter #742
Lehman College Chapter #432
NYU College Chapter #750
Teachers College Chapter #45

**New York Region #3**

1. Queens
2. Brooklyn

Registered Chapters

Greater Queens Chapter #1002
St. John's University Chapter #654

**Rochester Region**

1. Munroe
2. Livingston
3. Wayne
4. Ontario
5. Yates
6. Seneca
7. Steuben
8. Schuyler
9. Chemung

Registered Chapters

Central Western Chapter #37
Geneseo #19
Nazareth College Chapter #

**Syracuse Region**

1. Jefferson
2. Lewis
3. Herkimer
4. Oswego
5. Oneida
6. Cayuga
7. Onondaga
8. Madison
9. Tompkins
10. Tioga
11. Broome
12. Cortland
13. Chenango
14. Otsego
15. Delaware
16. St. Lawrence

Registered Chapters

Greater Syracuse Chapter #1029
Southern Tier Chapter #4
Syracuse University Chapter #390

## The Roots of Learning Disabilities in the Pre-School Years

### March 28, 1988

The New York State Division of Early Childhood and Learning Disabilities, Hofstra University, Department of Special Education and Rehabilitation is sponsoring a conference on March 28, 1988, on The Roots of Learning Disabilities in the Preschool Years. The conference will be from 9-1:00 PM, and the fee of $35 includes a continental breakfast. For additional information:

Dr. Ruth F. Gold
Coordinator of Special Education
Hofstra University
Hempstead, N.Y. 11550
(516) 560-5782

# PLEASE JOIN US!!
# 1988
# New York State Federation
# CEC Convention

# "EXCEPTIONALLY SPEAKING. . ."

## November 4-5, 1988
## Hyatt Regency Hotel
## Buffalo, New York

*For additional information contact:*
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Issues of *The Forum* are generally abstracted in *Resources in Education* with availability in microfiche (ERIC). Issues are also generally abstracted in *Exceptional Child Education Resources.*

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*The Forum* comes with membership in CEC and a New York State Federation of Chapters' chapter. Copies of *The Forum* are available for purchase.

CEC membership applications can be secured from *Regional Representatives.*

Articles, issues editors, and inquiries are welcome by the editor. For a list of future issue topics, write or call the editor. *The Forum* is published four times a year.

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# President's Message

**April 1988**

Since writing the last "President's Message," many, many changes have occurred. In early March, the Executive Board accepted, with regret, the resignation of Dr. Ruth Gold as Vice President, due to personal reasons. Ruth's efforts and involvement will be missed in that position and the progressive Federation offices of President-Elect and President. To fill Dr. Gold's unexpired term through President, 1989-1990, the Executive Board elected Dr. Barbara Mallette, Assistant Professor, State University of New York, College at Fredonia. Her enthusiasm and energy promise to support the fulfillment of CEC's goals. Barb's first endeavor is the coordination of New York's CEC Convention, to be held at the Buffalo Hyatt-Regency and the Buffalo Convention Center, November 4-5, 1988. Joining Barb as Co-Chair of the Convention will be her husband, Douglas Lloyd. To say that we've found a dedicated couple would be an understatement!

Allow me to switch focus from couples to pairs. On July 1, 1988, the *FORUM* editorship will begin as a cooperative effort. Dr. Spencer Salend, and Dr. Catharine Reynolds, Professors at the State University of New York at New Paltz, will officially receive their red pens and editors' visors from Dr. Herb Foster.

Herb has provided the New York CEC Federation and other readers with ten years of quality, professional and relevant articles. Many thanks and sincere best wishes, Herb, as you perhaps discover some time for you! Of course, the Federation also conveys its good luck sentiments to Spencer and Cathy, as they embark upon this co-editorial venture. New York CEC is indeed lucky to have their expertise and time commitment.

The New York CEC Federation was extremely honored to have two candidates vying for International CEC offices during the 66th Annual International Convention which took place in Washington, DC, March 28 - April 1, 1988. Mark Brockmyre, New York State Student CEC President was elected International Student CEC President on March 29, 1988. Congratulations, Mark, on this honor. Dr. Barbara Sirvis, Dean of Applied Science & Education, State University College at Buffalo and presently Governor-at-Large, U.S., was a candidate for 1st Vice President of International CEC. This extremely close race was ultimately won by Joni Alberg, also a Governor-at-Large. CEC is extremely fortunate to have such competent individuals who are able and willing to serve the organization. The New York Federation extends its best wishes to Joni as she works toward the Presidency in 1990-91.

Since this will most likely be my last message to the membership before completing my term of office on June 30, 1988, I'd like to extend a hearty ***THANKS*** to all of you for your continued support. Your requests, comments, calls and input have been valuable to our organization's effort to better meet its members' needs. Please keep the communications flowing. I know that Lyle Lehman will welcome your suggestions as he begins his term as President on July 1, 1988. Best Wishes to each of you as you continue to work to improve education for all exceptional individuals.

# VIEWPOINT

Alice A. Kozen (117)
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Stephen L. Jacobson, Ph.D. (402)
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Department of Educational Organization
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State University of New York at Buffalo
Amherst, New York 15260

Other than the post convention issues of *The Forum*, issues have dealt generally with a specific topic or issue regarding special education in New York State. This issue, however, breaks a bit from tradition in that this issue of *The Forum* contains articles that address general areas of special education.

The first article, Inner City Teacher's Perceptions of Interventions for Controlling Classroom Behavior Problems by Dr. Elizabeth M. Reis, reports on a study that investigated how New York City teachers perceived intervention alternatives that could be used to control classroom behavior problems.

The second article, Evaluating and Selecting Curriculum for Mentally Retarded Students by Dr. Ramon M. Rocha, Julie Ricotta and Patricia Lomondo, provides special education teachers with a systematic schema that they can use for selecting appropriate curriculum guides.

The third article, Funding Formulas and Special Education Policy by Dr. Stephen L. Jacobson, reviews two funding formulas that have been used in New York State to finance educational services for the handicapped. He then examines their effects on special education policy and practice.

The fourth article, The Challenge of 99-457: Transition by Alice A. Kozen and Dr. Judith A. Bondurant-Utz, highlights and discusses the *Education Amendments of 1986,* PL 99-457 which were passed in 1986, and more specifically, the provision for transition services and the challenges they raise for administrators, children, families, and teachers.

## News From National CEC

CEC SYMPOSIA ON CULTURALLY DIVERSE EXCEPTIONAL CHILDREN AND YOUTH
**October 28-29, 1988 in Denver, Colorado**

SPECIAL EDUCATION AND TECHNOLOGY: A WINNING COMBINATION
**December 11-13, 1988 at Bally's Hotel in Reno, Nevada**

CEC'S 67TH ANNUAL CONVENTION IN 1989
**April 3-7, 1989 at the Moscone Center in San Francisco, California**

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# Inner City Teachers' Perceptions of Interventions for Controlling Classroom Behavior Problems

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*This article reports the results of a study investigating the perceptions of inner city teachers with regard to the ease of use of certain intervention techniques used to control classroom behavior. Results were compared to previous research which examined, among other things, perceptions of teachers in Iowa and Nebraska with regard to the same ease of use scale.*

Maintaining discipline in schools continues to be, as it has been for at least the past seventeen years the number one concern of students, teachers, parents, and school administrators (Gallup, 1986). Recently, Martens, Peterson, Witt, & Cirone (1986) investigated how teachers from Iowa and Nebraska perceived some forty-nine intervention alternatives as described on a questionnaire that could be used to control classroom behavior problems. For each of the forty-nine items, Martens et al. (1986) had their Iowa and Nebraska teachers use three 5-point Likert-type scales to rate the relative effectiveness (not effective to extremely effective), ease of use (extremely difficult to extremely easy) and frequency of use (never used to used daily) of each intervention alternative.

The purpose of the present study was to investigate how inner city teachers (drawn from New York City) perceived the same forty-nine intervention alternatives contained in the Martens et al. (1986) study. However, because this researcher shared the concern of Martens et al. (1986) that teachers' ratings on the three scales may have been somewhat interdependent, this study focused solely on teachers' perceptions in terms of one scale — ease of use. Ease of use was selected because classroom teachers often use strategies that they perceive as more convenient (Macmillian, Forness, & Trumbull, 1973; Witt & Elliot, 1982).

### Materials

Martens' et al. (1986) 65-item questionnaire entitled "Classroom Intervention Profile" was used. This questionnaire assessed teachers' perceptions of the ease of use of various interventions applicable to classroom behavior problems. To ensure that responses would be based upon actual experience, participants were required to indicate whether they were currently working directly with students before completing the questionnaire. Subjects who were not working directly with students or who did not indicate whether they were currently working with students at the time of the survey were not included in the analyses.

The first section of the questionnaire listed 49 statements that briefly described various interventions that could be applied to classroom behavior problems (e.g., Permit problem to continue without responding directly). Using a 5-point Likert-type scale, subjects rated the ease of use (extremely difficult to extremely easy) for each intervention. Subjects were asked to rate the ease of use of the interventions based upon their *overall* experience during the past calendar year.

The second section of the survey assessed various teacher and classroom demographic characteristics such as teacher's educational level, grade taught, years of teaching experience, and sex.

### Procedure

A cover letter explaining the purpose of the study, the Classroom Intervention Profile, and a return envelope were mailed to 260 teachers at four public schools in the same district of the New York City public school system. The student population of this district was black and hispanic. A total of 195 surveys were returned; however, only 184 of these surveys met the criterion of currently working directly with students, and were included in the analyses. The return rate for surveys used in the analyses was 70%.

Among the 184 teachers included in the sample, 35.5% were female, 23.4% held at least a masters degree, and 75% taught at the secondary level. Among the respondents, 50% identified themselves as regular classroom teachers, 15.7% identified themselves as resource room teachers, 25.6% identified themselves as teachers of the mentally handicapped and 8.7% identified themselves as teachers of behaviorally disordered students. Of all respondents, 17.9% held a teaching endorsement in the area of behaviorally disordered/emotionally disturbed education. A summary of the demographic data is presented in Table 1.

Table 1

Summary of Respondent Demographic Data
(N=184)

| Survey item | Percent |
|---|---|
| Sex | |
| Male | 64.5 |
| Female | 35.5 |
| Educational level | |
| Bachelors | 9.4 |
| Bachelors + 15 hours | 16.4 |
| Masters | 23.4 |
| Masters + 30 hours | 18.1 |

| | |
|---|---|
| Masters + 30 or more hours | 32.7 |
| Grade taught | |
| Preschool | 12.8 |
| Elementary | 12.2 |
| Junior High School | 34.9 |
| Senior High School | 40.1 |
| Teaching role | |
| Classroom teacher | 50.0 |
| Resource teacher | 15.7 |
| Teacher of behaviorally disordered | 8.7 |
| Teacher of mentally handicapped | 25.6 |
| Behaviorally disordered/emotionally disturbed teaching endorsement | |
| Yes | 17.9 |
| No | 82.1 |

Note Average years of teaching experience was 7.40 (range 1 to 25 years).

## Data Analysis

Ease of use ratings were factor analyzed to determine underlying dimensions of intervention strategies. Cluster scores were computed for each factor. A one-way repeated measures analysis of variance was employed to determine the significance of differences in mean ease of use ratings among the factors. Post-hoc Tukey comparisons were used to assess the significance of pairwise comparisons among mean cluster scores.

## Results

In order to identify clusters of intervention strategies perceived as similar by teachers, a principal components analysis with varimax rotation was performed on the Ease of Use ratings. The scree test (Cattell, 1966) suggested the presence of five meaningful factors which together explained 65.4 per cent of the variability in the data set. The loadings of the various ease of use ratings on these five factors are presented in Table 2.

Table 2

Varimax Rotated Factor Matrix of Interventions by Ratings of Ease of Use

| Intervention | Factor | | | | |
|---|---|---|---|---|---|
| | I | II | III | IV | V |
| Change curriculum | .88 | .30 | .02 | -.01 | -.05 |
| Time-out at present location | .87 | .26 | .01 | -.08 | -.04 |
| Planned ignoring | .87 | .28 | .01 | -.09 | .00 |
| Change physical environment | .86 | .27 | .05 | -.12 | .08 |
| Take away material reinforcements | .84 | .19 | .35 | -.05 | -.05 |
| Time-out in classroom | .83 | .16 | .27 | -.07 | .09 |
| Provide physical outlets | .77 | .12 | .23 | .10 | .03 |
| Reinforce with material rewards | .75 | .26 | -.02 | -.04 | .14 |
| Conduct a group discussion | .73 | .35 | .00 | .06 | -.14 |
| Verbally note negative feelings | .73 | .22 | .30 | .11 | -.10 |
| Verbally counsel student | .72 | .20 | .37 | -.02 | -.13 |
| Develop contract for rewards | .72 | .10 | .50 | -.10 | -.19 |
| Verbally cue, prompt or redirect | .70 | .19 | -.09 | -.05 | .05 |
| Verbally praise another student | .68 | .15 | .01 | -.04 | .01 |
| Reinforce another student with material rewards | .68 | .15 | .18 | -.02 | -.00 |
| Time-out in isolation room | .68 | -.33 | .05 | .04 | .03 |
| Verbally increase interest | .66 | .15 | .55 | -.06 | -.23 |
| Verbally praise student | .64 | .28 | -.04 | .05 | .04 |
| Consult with psychiatrist or clinical psychologist | .26 | .88 | -.00 | .02 | .05 |
| Consult with school psychologist | .25 | .88 | -.01 | .05 | .08 |
| Consult with parent(s) | .23 | .86 | -.09 | -.02 | .16 |
| Consult with special education director or consultant | .25 | .85 | -.10 | -.10 | .11 |
| Consult with classroom or subject teacher(s) | .15 | .71 | .04 | -.18 | .07 |
| Consult with guidance counselor | .11 | .70 | .22 | -.02 | -.12 |
| Consult with social worker | .24 | .64 | .11 | -.36 | .09 |
| Move closer to student whose behavior is disturbing | .16 | .60 | -.15 | .35 | .03 |
| Consult with principal | .35 | .59 | .05 | -.14 | .10 |
| Verbally call attention to rules | .03 | -.07 | .87 | -.08 | -.20 |
| Verbal social skills instruction | .16 | -.10 | .86 | -.03 | -.18 |
| Verbally appeal to student | .15 | .01 | .79 | -.04 | -.14 |
| In-school suspension | .10 | -.15 | .72 | .08 | -.01 |
| Ease tension through humor | .37 | .10 | .70 | .05 | .10 |
| Verbally promise reward for desired behavior | .23 | .24 | .55 | .07 | -.10 |
| Send student for detention | -.13 | -.22 | .24 | .79 | -.03 |
| Physically restrain student | .10 | -.03 | -.42 | .73 | .28 |
| Verbally threaten punishment | .07 | -.32 | .10 | .56 | .05 |
| Model desired behavior | .13 | .43 | -.02 | .55 | -.01 |
| Verbally reprimand behavior | -.06 | .31 | -.23 | -.00 | .81 |
| Vigorously shake student | -.19 | -.08 | -.23 | .06 | .74 |
| Take away student's materials | .38 | .36 | -.20 | .08 | .62 |
| Percent of variance explained | 33.3 | 14.5 | 7.6 | 5.9 | 4.1 |

Note Item wording was condensed from original survey. Items not having at least .50 on one factor have been eliminated.

The amount of variance in ease of use ratings accounted for by each factor was as follows: Factor I, 33.3%; Factor II, 14.5%; Factor III, 7.6%; Factor IV, 5.9%%; and Factor V, 4.1%. Items which loaded on Factor I (see Table 3) were interventions that can best be described as behavioral (sample item: Require student to do time out at *present* location in classroom). Factor I was labeled "behavioral". Items loading on Factor II were interventions in which the teacher sought consultative advice from a specialist (sample item: Seek support in person or over telephone from psychiatrist or clinical psychologist). Factor II was labeled "seeking support". Interventions comprising Factor III involved the teacher verbally redirecting the student toward appropriate behavior (sample item: Verbally call attention to previously discussed rules, objectives, or expectations). Factor III was labeled "verbal" redirection". Interventions comprising Factor IV included a more diverse set of teacher responses, labeled "mild to moderate interventions" (sample item: Require student to go to office or place of detention). Finally, Factor V, labeled "severe punishment," contained interventions in which the teacher punished the student (sample item: Vigorously shake student or tightly squeeze flesh (arm, ear, neck, etc.).

Cluster scores were calculated for each factor by averaging the ease of use ratings for those items loading on that factor. Table 3 indicates the mean and standard deviation for each of the five clusters. A one-way analysis of variance (ANOVA) was performed to determine differences in teachers' mean ratings across items comprising the five ease of use factors. The ANOVA indicated a statistically significant difference in the mean ratings of items across factors (F(4,148 = 59.81; p ◄ .0001). Post-hoc Tukey comparison of the factor means (alpha = .01) indicated that verbal redirection was perceived as significantly easier to use than any of the other four categories of intervention techniques. These comparisons also indicated that severe punishment was perceived as significantly more difficult to use than any of the other four categories of punishment. The clusters of intervention strategies labeled "mild to moderate interventions," "behavioral techniques", and "seeking support" did not differ significantly in terms of perceived ease of use.

## Discussion

Results from this investigation were quite similar to those obtained by Martens et al. (1986). In each study, factors emerged representing verbal redirection, behavioral techniques, support-seeking behavior, and severe punishment. The studies differed in that the present investigation yielded a factor representing mild to moderate interventions, whereas Martens et al. (1986) obtained a factor representing time out from academics. In the present study, items concerned with time out from academics loaded along with other behavioral interventions on the behavioral techniques factor. In addition, the two studies differed in that the factor labeled "severe punishment" in the present study appeared as two separate factors in the Martens et al. (1986) study. These were labeled "severe punishment" and "corporal punishment". Thus, on the whole, the factor structures of the ratings of ease of use in the two studies were quite similar.

This similarity is noteable because the samples of teachers employed in the two studies were so different. The teachers in the Martens et al. (1986) study were from Nebraska and Iowa, whereas the teachers in the present study were from New York City. This suggests that teachers view classroom intervention strategies in a rather consistent way, despite geographic and demographic differences.

The results of the two studies were also quite similar with respect to the perceived ease of use of the various types of interventions. In each study verbal redirection was perceived as relatively easy, and in each study severe punishment was perceived as difficult. One difference between the two studies was that Martens et al. (1986) found that teachers believed that consultation with a specialist was quite difficult, whereas the New York City teachers surveyed here viewed seeking such outside support as only moderately difficult. This may be the result of the large number of specialists available in New York City and the resultant familarity with the availability of such specialists thus promoting a willingness among New York City teachers to become involved in such consultation.

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Table 3

Factor Means and Standard Deviations

| Factor | $\bar{X}$ | SD |
|---|---|---|
| Ease of Use | | |
| Verbal redirection (III) | 3.68 | 0.87 |
| Mild to moderate interventions (IV) | 3.17 | 1.02 |
| Behavioral techniques (I) | 3.17 | 1.04 |
| Seeking support (II) | 3.04 | 0.88 |
| Severe punishment (V) | 2.51 | 0.66 |

Note: Ratings were made on a 5-point scale with 5 indicating greater ease of use. Roman numerals in parentheses indicate factor numbers.

# Evaluating and Selecting Curriculum for Mentally Retarded Students

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*This article presents criteria and rationale to be used in evaluating curriculum guides for the mentally retarded. A rating scale is used in conjunction with the criteria to assist the teacher in making appropriate selections. This article will be of particular assistance to teachers who have not had extensive training in curriculum development and who often have a greater reliance on curriculum guides to assist them in determining appropriate objectives, activities, and methods for teaching.*

In planning and providing instruction special education teachers have to determine the academic, social, and vocational needs of their students and select curriculum related to those needs (Posner, 1982; Polloway et al., 1985). Since there is no single curriculum that meets the needs of retarded students, teachers can, and often will adapt from existing curriculum guides to fit the particular population being served (MacMillan, 1977). Smith (1968) has observed that most special education teachers adopt from existing curriculum guides or modify various curricula according to what they believe reflects an appropriate focus and orientation for their particular group of children.

The selection and implementation of curriculum for mentally retarded students is a complicated task. A major problem described by MacMillan (1977) is the variability of curriculum that results in curriculum being appropriate for one group of students but not for another. According to Cegelka and Prehm (1982) the central aspects of curriculum development are selection and implementation of a specific model or combination of models. However, if the teacher is not skilled in curriculum development or selection the results may very well be that children will be taught on the basis of intuition, hunch, or some intermediate personal crisis that the children are experiencing (Smith, 1968).

The skills associated with curriculum development and selection should have been learned by teachers in their preservice training. If, however, teachers have not had extensive training in curriculum development they will reply more on curriculum guides to assist them in determining appropriate objectives, activities, and methods for teaching.

This article will present an evaluation schema that can be used to assist teachers in appropriate selection of curriculum.

## Discussion

When teachers set out to review curriculum guides they do so with expectations that the guides will present specific information that will readily transfer to classroom usage. What they quite often experience, however, is the discovery of curriculum guides that do not provide scope and sequence statements, operationally defined behavioral objectives, teaching methods, and procedures/criteria for evaluation.

In reviewing curriculum guides developed for the retarded (Simches and Bohn, 1963) and The National Association of Retarded Citizens (Polloway et al., 1985) determined that:

1. the vast majority of curriculum guides were developed for use with mildly and moderately retarded students at the primary and intermediate levels,
2. curriculum guides differed considerably in format, organization and construction but were strikingly similar in content, and,
3. the majority of guides reviewed did not appear to be based on any recognizable modern learning theory.

An updated review of curriculum guides conducted by the authors did not reveal significant differences from those previously reported.

## Selection of Curriculum Guides

In the selection and use of curriculum guides teachers have need for a systematic approach which can be used to compare one curriculum to another and to select that which is most appropriate for their students and themselves. This systematic approach will help to eliminate guess work in selecting curriculum and compensate for a lack of preservice training some teachers may demonstrate in this area.

The criteria for evaluating curriculum guides is based on established practices in curriculum development (Smith, 1968; MacMillan, 1977; Posner, 1982; Polloway et al. 1985) and provides the teacher with information necessary to make an appropriate selection.

The user should review the criteria and evaluate the curriculum guide accordingly. A rationale for selected criteria is provided to assist the teacher with appropriate selection of curriculum.

| Criteria | Rationale |
|---|---|
| To what extend does this guide: | |
| 1. Identify targeted audience including age range, degree of disability, handicapping condition, levels of instruction covered. | Retarded children are a heterogeneous population representing different interests and abilities. Therefore, the curriculum guides should stip- |

| | |
|---|---|
| | ulate who its targeted audience is (i.e., primary vs. secondary age students). Also, there needs to be a statement related to the degree of disability ranging from mild to severe with provisions for instruction for populations designated. |
| 2. Provide an organizational structure that facilitates expedient and efficient usage. | A guide is only useful when it provides for easy usage. The curriculum guide should include a table of contents, statement of purpose and should be organized by subject/content so that the teacher can use it as a resource tool. |
| 3. Provide scope statements which indicate long/short term objectives. | Planning for retarded students must be done on both short and long term basis. This is in keeping with sound instructional practices and IEP guidelines; teachers, students, and parents need to have some idea as to predictable outcome evolving from curriculum implementation. |
| 4. Provide behavioral objectives that are operationally defined. | Behavioral objectives should be written so as to identify what behaviors will be exhibited, under what conditions, and procedures for evaluation. Generic objectives i.e., "students will know" lack specificity. |
| 5. Provides objectives and activities that are sequentially arranged from easiest to most difficult. | Retarded students need to be given the opportunity to experience success and to be challenged. Objectives that are sequential in nature provide opportunity to experience success through their accomplishment while at the same time providing a challenge for achievement. It is also likely that sequentially presented objectives will be based on task analysis ranging from easiest to most difficult. |
| 6. Contain appropriate activities and materials that match student's academic/interest levels and establish realistic expectations. | Retarded students are a heterogeneous population. Their academic/interest levels cover a broad range. Curriculum guides should provide for a cross section of abilities and interests. |
| 7. Provide evaluation procedures which measure outcome. | The primary goal of education is to modify behavior through instruction. Teachers need to have some indication how to measure the degree to which intervention e.g., instruction has been successful. Also, the students and parents need to know procedures for evaluation. The curriculum guide should provide information as to how evaluation will be carried out. |
| 8. Provide materials that are non-sexist and non-biased. | In that many curriculum guides are "dated" they may omit women and minorities or present them in stereotypical roles. Teachers need to select curriculum guides that include multi-cultural/ethnic groups as well as women performing non-traditional roles. |
| 9. Provide a teacher's guide which provides clear, concise directions for usage. | The curriculum guide is only as good as the directions provided for usage. Teachers not skilled in curriculum development will have a greater need for using curriculum guides. They will be able to use the guides more efficiently if directions for usage are made clear. |

**Directions for Using the Curriculum Guide Rating Scale***

1. Choose a curriculum guide to review.
2. Examine the guide in terms of the nine criteria listed.
3. Rate the guide on a scale of one to five as to how well the criteria is met.

**Criteria Rating Scale**

| | |
|---|---|
| Poor | 1 |
| Fair | 2 |
| Average | 3 |
| Good | 4 |
| Excellent | 5 |

4. Add up the nine criteria rating scores to find the Total Score. Divide the total score by nine to find the

average for the rating scale.

*See appendixes for example of curriculum evaluation form.

5. Rate the entire curriculum guide according to the Total Score.

**Total Score Scale**

| | |
|---|---|
| Poor | 9-13 |
| Fair | 14-22 |
| Average | 23-31 |
| Good | 32-40 |
| Excellent | 41-45 |

## Conclusions

The development and adaptation of curriculum should not be left to chance. Teachers of the retarded need to be familiar with appropriate methods for selecting curriculum. By using the evaluation schema presented teachers will be able to apply a systematic approach to curriculum selection and implementation.

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Appendices

Completed Evaluation

Name of Curriculum: ____________________

Date of Publication: ____________________

Authors: ____________________

To What Extent

| Does This Guide: | Rating | Comments |
|---|---|---|
| Identify targeted audience including age range, degree of disability, handicapping condition, levels of instruction covered | | |
| Provide an organizational structure that facilitates expedient and efficient usage | | |
| Provide scope statements which indicate long/short term objectives | | |

To What Extent

| Does This Guide: | Rating | Comments |
|---|---|---|
| Provide behavioral objectives that are operationally defined | | |
| Provides objectives and activities that are sequentially arranged from easiest to most difficult | | |
| Contain appropriate activities and materials that match student's academic/interest levels and establish realistic expectations | | |
| Provide evaluation procedures which measure outcome | | |

To What Extent

| Does This Guide: | Rating | Comments |
|---|---|---|
| Provides materials that are non-sexist and non-biased | | |
| Provide a teacher's guide which provides clear, concise directions for usage | | |

Total Score ____

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# *Funding Formulas and Special Education Policy*

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*This article examines two funding formulas that have been used to finance educational services for the handicapped in New York State and their effects on special education policy and practice. Disability-weighted per pupil expenditures and excess cost differentials offer school district distinct financial incentives that address the mandates of P.L. 94-142, yet, these same incentives have produced practices that run contrary to the original intent of the legislation.*

The fiscal objective of all educational funding formulae, no matter how different in format, is the same, i.e., the transfer of monies from federal or state levels to the level of service delivery, usually the local school district. But, as Hartman (1980, p. 28) noted,

> The full impact of a particular funding formula cannot be ascertained without reference to the policy decisions that precede it and the practices that surround it.

The choice of a particular funding formula can often dictate educational practice, and, in many respects, the funding formula becomes the policy. Although such funding-driven practices can be used to achieve significant educational goals, they can also produce consequences that are at odds with the spirit of the legislation they were originally intended to promote.

The purpose of this paper is to review briefly the two funding formulas that have been used to finance educational services for the handicapped in New York State, and to examine their effects on special education policy and practice. These alternative approaches, i.e., disability-weighted per pupil expenditures and excess cost differentials, each offered school districts distinct financial incentives that enabled New York State to successfully address the Federal mandates of Public Law P.L. 94 - 142; The Education for All Handicapped Childen Act of 1975. Yet, particularly in the case of disability-weighted funding, these same incentives produced practices that ran contrary to the original intent of that legislation.

**Background**

In June of 1976, New York added a new Article 89 to its State Education Law (Chapter 853 of the Laws of 1976). The intent of Article 89 was to bring New York's school districts into compliance with the mandates of P.L. 94-142; specifically:

- that a free and appropriate public education would be made available to all children between the ages of 3 and 21 years;
- that all children in need of special education would be identified, located and evaluated; and
- that the State would serve first those children with handicapping conditions who were not receiving an education and second those who were receiving an inadequate education.

Among the most important functions of this new statute was the establishment of procedures by which school districts would be financially reimbursed for the provision of these special educational services.

**Disability-Weighted Funding**

Initially, New York opted to reimburse local districts on the basis of a disability-weighted per pupil expenditure formula; a formula by which funding was determined on the basis of differential weightings attached to an individual's handicapping condition. Studies had shown that cost differentials between regular eductional services and those 'appropriate' for children with special needs could be adequately predicted by categories of disability. Rossmiller, Hale and Frohreich (1970), for example, developed the following disability weights:

| | |
|---|---|
| Gifted | 1.14 |
| Speech/language Impaired | 1.18 |
| Homebound/Hospital | 1.42 |
| Educable Mentally Retarded | 1.87 |
| Trainable Mentally Retarded | 2.10 |
| Special Learning Disorders | 2.16 |
| Multiple Handicapped | 2.73 |
| Emotionally Disturbed | 2.83 |
| Visually Handicapped | 2.97 |
| Auditorily Handicapped | 2.99 |
| Physically Handicapped | 3.64 |

Using this formula, per pupil special education funding was determined by adding 1.00 to the categorical weighting; 1.00 being the baseline weighting for a non-handicapped student. The cost of special education, therefore, was assumed to be the cost of regular education plus additional disability-specific costs. If, for example, per pupil expenditures for non-handicapped students were $1,000, then, using the disability weights generated by Rossmiller, et al., each youngster labeled emotionally disturbed would generate $3,830 or 3.83 times this regular per pupil allocation. Similarly, each gifted youngsters would generate $2,140, each physically handicapped child $4,640, and so on.

**Problems with Disability-Weighted Funding**

The identification and provision of special educational services for previously unidentified and unserved handicapped children were high priorities in the years immediately following the enactment of P.L. 94-142 and New York's Article 89. Since many unidentified handicapped children were already functioning within school districts, the potential for additional funds generated by the disability-weighted per pupil expenditure formula provided a powerful incentive for districts to aggressively locate and identify children with special needs. To this end, disability-weighted funding proved to be highly successful. Unfortunately, when reimbursement depends directly upon the number and types of handicapped children identified, the danger also exists for overclassification (Hartman, 1980). Weightings that differentiate funding levels on the basis of handicapping condition create a strong incentive to place children into high reimbursement categories and little incentive to change such placements, unless, of couse, the reclassification is into a higher reimbursement category.

Data from New York's State Education Department revealed that there was a 42% decrease in the number of students classified as speech and/or language impaired (a low reimbursement category) between 1977/78 and 1979/80 (the last year New York used the disability-weighted formula), while the number of children labeled emotionally disturbed (a high reimbursement category) increased 20% during the same two-year time period (SED, 1981).

There were probably a myriad of sound educational reasons used to justify these shifts, nevertheless the influence of the financial incentives created by the existing funding formula could not be ruled out. Although disability-weighted funding enabled more children with special needs to be identified, the spectre of overclassification raised the question of whether these youngsters were receiving an "appropriate" education. Noting the danger, Louis Grumet, then Assistant Commissioner of the Office for Education of Children with Handicapping Conditions (OECHC) argued in favor of changing New York's approach to funding special education (Grumet, 1978, p. 5),

> One important improvement would be to group children by educational service or services received, rather than by a prejudged, superimposed label.

**Alternative Funding Formulas**

At the point that New York decided to change its approach to funding special education, disability-weighting was one of six formulae commonly employed in the States (Gearheart & Wright, 1979; Hartman, 1980; Pierce, Garms, Guthrie & Kirst, 1975). The other approaches to funding included:

—*Unit funding:* districts are reimbursed a fixed sum for each designated unit of instruction, administration and transportations;

—*Percentage funding:* districts are reimbursed a percentage of the full costs of providing education for the handicapped;

—*Personnel funding:* districts are reimbursed for the costs incurred in the hiring of special staff;

—*Straight sum:* districts are reimbursed a fixed sum that varies according to the handicapping condition;

—*Excess cost differential:* districts are reimbursed, either fully or partially, the additional cost of educating a handicapped child as compared to the average cost of educating a child in the district's regular program.

With the adoption of the Local Assistance Appropriation Act, Chapter 53 of the Laws of 1980, New York changed from disability-weighted funding to a formula based upon the excess cost of special education services. As we shall see, this change brought with it important changes in fiscal incentives, and, as a result, important changes in special education practice.

**Excess Cost Differentials**

Beginning in 1980/81, weighted funding based upon placement replaced disability weightings. Under this new formula, all handicapping conditions were to be treated uniformly, instead, alternative placements were to be treated differentially. The focus of educational policy had shifted from disability identification to service delivery. For example, an additional funding weight of 1.70 was provided to the local district or Board of Cooperative Educational Services (BOCES) for each handicapped youngster, regardless of disability, placed by the Committee on the Handicapped (COH, now called Committee on Special Education, CSE) into either;

(a) a long-term program (more than 60 days) of special instruction either in a hospital or at home; or

(b) special class instruction or programs for more than 60% of each school day.

Youngsters placed into a resource room or other special program for 20% or more of a school week received an additional funding weight of .90, while a weight of .13 was added for special direct service requiring two or more periods a week in a special program or related services for the handicapped.

**Problems with Excess Cost Differentials**

Optimally, decisions about handicapped placements should be based solely on the needs of the child and not on the basis of district needs. At present, New York State's excess cost aid is a partial reimbursement that is distributed differentially on the basis of district wealth, such that the State assumes a larger share of the excess costs of poorer districts. Hypothetically, the larger the share the State assumes, the more likely a district's handicapped placement decisions will be "cost neutral". Conversely, if a district's share of these excess costs is significant, there exists an inherent incentive to place students in lower weighted placements. Projections by New York's State Education Department suggest that between 1985/86 and 1988/89, the number of handicapped youngsters in special class and residential programs (a high cost placement) will decline by 9.8%, while the number of youngsters placed in either resource rooms or regular classes with related services (lower cost placements) will increase by 24.6% and 12.3% respectively (SED, 1986).

This movement towards "least restrictive environment" represents a trend that is clearly in keeping with the spirit of the Education for All Handicapped Children Act. What remains unclear is whether it is the spirit of the legislation or fiscal incentives that is fueling this movement. While some might argue that this distinction is irrelevant so long as underlying policy goals are achieved, one must question the extent to which financial considerations produce pupil misplacements.

**Towards Full Funding of Excess Costs**

It has been suggested that if New York were to fund fully, rather than partially, the excess costs of special education, districts would be encouraged to make the best placements possible (Thomas 1973). Since districts would incur no additional financial burden, placements into high cost but appropriate settings would be less problematic, especially for districts facing harsh fiscal constraints.

Opponents of full funding contend that such a plan would place too great a strain on state coffers. Districts might seek to place handicapped students in "ideal," rather than "appropriate," settings, since there would be little incentive to exercise local restraint.

Undoubtedly, funding fully the excess costs of special education would test severely the State's fiscal capabilities. Nevertheless, the fundamental premise underlying the notion of full-funding is presented most eloquently in the following quote from Bertrand Russell (1956, p. 79),

> If we took education seriously, and thought it as important to keep alive the minds of children as to secure victory in war, we would conduct education quite differently: we would make sure of achieving the end, even if the expense were a hundredfold greater than it is.

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# Conference Honors Frances P. Connor

Dr. Frances P. Connor (45) was honored on Saturday, April 16, 1988, at an all-day conference at Teachers College, Columbia University. The morning session included greetings by Prof. Robert Kretschmer (45), Chair, Department of Special Education, with Frederick Weintraub (192), Assistant Executive Director for Governmental Relations, The Council for Exceptional Children introducing The Honorable Major Owens, Chairman, Subcommittee on Select Education, U.S. House of Representatives who gave the morning address.

In the afternoon session Dr. Barbara Sirvis (402), Dean, Applied Science and Education, State University College at Buffalo, introduced Prof. Horace Mann (117), Distinguished Service Professor, Department of Exceptional Education, State University College at Buffalo who gave the afternoon address.

Following Prof. Mann's address, a panel discussion was moderated by Dr. Leo Connor (248). Discussants included Dr. Vincent Aniello (279), Dr. Linda H. Bilsky (45), Dr. Mary R. Byrne, Dr. Kay A. Ferrell (45), and Dr. Ann Frisch (279). A lively discussion followed with a good deal of input from those in the audience and the discussants.

The all day conference honoring Prof. Connor culminated in a dinner attended by over 225 colleagues, former students, friends, and professional admirers of Prof. Connor. Dinner festivities included Monsignor John Hourihan as master of ceremonies, greetings from P. Michael Timpane, President, Teachers College, Columbia University, and Judith Brandenburg, Vice President for Academic Affairs and Dean, Teachers College, Columbia University.

Tributes to Prof. Connor were given by Dr. Jeannette Fleischner (45), Associate Professor, Department of Special Education, Teachers College, Columbia University; Dr. Phoebe W. Lazarus (71), active special education consultant on early childhood education from the greater New York metropolitan area; Sandra Pinkerton (45) doctoral student and consultant; Prof. Leonard S. Blackman (45), Professor, Department of Special Education, Teachers College, Columbia University; and Dr. Mario Pascale former Director, The Frostig School in California.

All those in attendance enjoyed a most worthwhile and memorable conference — enriching, informative, and entertaining — honoring Frances P. Connor whose contributions to the field of special education are beyond measure.

# The Challenge of 99-457: Transition

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*The following article provides an overview of P.L. 99-457 along with services that will be required under the auspices of the Individualized Family Service Plan (IFSP). Inclusion of some new procedures are called for and one such procedure is the provision for transition services to families and children as they move from one program to another.*

*As the transition process evolves, certain challenges will develop and interrelate among administrators, teachers, parents and children. This paper outlines those challenges and highlights, some precautions and possible suggestions for consideration as New York State implements P.L. 99-457.*

The *Education Amendments of 1986,* Public Law 99-457, were passed by Congress in October 1986. This legislation amends Public Law 94-142, the *Education of the Handicapped Act* in several important ways. Of critical importance is Title I, Part H of the E.H.A., which establishes a federal program for infants and toddlers with handicaps and their families. Part H provides formula funding for applicant states to plan, develop, and implement a comprehensive, multidisciplinary, interagency, statewide system of early intervention services.

The Program for Infants and Toddlers with Handicaps is unique among existing federal programs for children. The Governor must designate a Lead Agency for the Program and appoint a 15 member State Interagency Coordinating Council for a state to be eligible to receive funds. It is important to note that Congress has recognized that infants and toddlers and their families require comprehensive services that are unlikely to be fully available through any one state, public, or private agency. The legislation requires each State Interagency Coordinating Council to assist the Lead Agency in ensuring that the wide range of services that may be required by infants and toddlers and their families will be available through state interagency agreements, contracts, or other mechanisms.

Each state must provide its own definition of "developmental delay" in determining which infants and toddlers to serve. This term may be as comprehensive or restrictive as the Lead Agency and Interagency Coordinating Council determine. Eligible children may range from those who are biologically or environmentally "at risk" for developing handicaps to those who may evidence concrete developmental delays, biological impairments resulting in vision, hearing, or movement disorders, and/or substantial special health care needs. (Campbell, in press)

Every child's early intervention service must include a multidisciplinary assessment and a written Individualized Family Service Plan (IFSP) developed by a multidisciplinary team, and the parents. Services which may be provided must be designed to meet developmental needs and may include special education, speech and language pathology and audiology, occupational therapy, physical therapy, psychological services, parent and family training and counseling services, transition services, medical services for diagnostic purposes, and health services necessary to enable the child to benefit from other early intervention services. Case management services must be provided for every eligible child and his/her parents.

The IFSP defines the services that are required and will be provided for individual families and children. A case manager oversees the provision of individual services and has responsibility for assisting families to access and coordinate the comprehensive services required to meet their unique needs. The program is designed to provide comprehensive services which will meet the unique needs of a wide range of infants and toddlers from a variety of families. The IFSP must contain: (a) a statement of the child's present levels of development (cognitive, speech/language, psychosocial, motor, and self help); (b) a statement of the families strengths and needs relating to enhancing the child's development; (c) a statement of major outcomes expected to be achieved for the child and family; (d) the criteria, procedures, and timelines for determining progress; (e) the specific early intervention services necessary to meet the unique needs of the child and family including the method, frequency and intensity of service; (f) the projected dates for the initiation of services and expected duration; (g) the name of the case manager; and (h) procedures for transition from early intervention into the preschool program. The IFSP must be evaluated at least once a year and must be reviewed every six months or more often where appropriate.

## TRANSITION ELEMENTS

Hutinger (1981) defined transition practices as strategies and procedures that are planned and employed to insure the smooth placement and subsequent adjustment of the child as she or he moves from one program into another. This new law presents many challenges to all of us who serve young children between the ages of zero to five years. In addition to all of the previous difficulties we have faced trying to provide quality services in the least restrictive environment, it now becomes even more complicated. The Health Department has been designated as the lead agency in New York State for children ages birth to two years. The State Education Department will be responsible for the education of children between three and five years of age.

As future directions are considered for programming for children moving out of the 0-2 placement and into the 3-5 year old setting, the provision for effective organized transition procedures becomes one of the vital concerns now facing early childhood educators and administrators. We cannot assume at this time that the wheels are in full motion for the necessary collaboration and continuity to exist between agencies in order to provide for successful and easy transition of agency to agency services. Therefore, careful consideration must be given to the procedures that are to be implemented to assure smooth transition between programs in order to meet the needs of young children and their families. Minimally, these transition practices should be comprehensive enough to insure that the child maintains those behaviors acquired during his earlier program placement.

### Funding

Since early intervention services in New York State will be administered and delivered by two different departments, a transition challenge presents itself in terms of two separate state agencies responsible for these children. As the flow of services and sources of funding move from one regulatory body to another, one critical area concerns itself with criteria for eligibility. Will the flow of services be continuous or discontinuous because of differences in eligibility criteria between two different departments? Will the two funding sources use the same criteria for both age groups or will the children who were eligible for services suddenly become ineligible when they become three years old?

These authors believe that in order to provide the smoothest and most articulated programming for the two age groups: a) both funding sources should maintain the same eligibility requirements, and b) families should not be involved in the issues of funding sources. This would provide a continuum of services for the entire zero to five population. In reality, however, only time will tell how the Health Department and State Education Department will meet this challenge.

### School Programs

When the decision is made that the most appropriate placement for a child involves a transition from one program to another, both the sending and receiving agencies need to offer a continuous, contiguous, individualized transition plan. This transition plan must provide for linkage and ease of movement between programs. This is equally important for both the parents and the child alike.

A key person in this process will be the case manager. Who will be assigned the role of case manager? How will this decision be made? Will the case manager change as the child reaches three years of age? Administrative involvement in the transition process is essential. Successful transition practices depend on the availability of time and the allocation of human resources.

The challenge that faces both sending and receiving agencies include the following factors: (1) smooth and continuous progression from program to program that is accomplished systematically with open communication with parents and with the sending or receiving agencies: (2) effective coordination of transition procedures with well defined roles and responsibilities rather than transition efforts left to change; (3) training and inservice of preschool staff members so that successful and smooth transition procedures take place as the child moves into a new program. Some inservice topics may cover the actual process of requirements for transition; working with parents and other sending or receiving agencies; interactions among staff; cross program understanding and follow-up procedures to make sure the child is functioning successfully and making positive progress in the new setting.

### The Parents

As their children's first teachers and major advocates, the importance of parents in the transition process cannot be emphasized enough. The challenge that faces any program in which the parents and child are involved is to provide parents with those skills and information necessary to make sure continuity of services are maintained throughout their child's school career.

The involvement of parents in the transition of their child includes input in the assessment process, inclusion as a member of the multidisciplinary team, and provisions for their support and education regarding program options. Once parents have an opportunity to view for themselves the variety of program options, they can become and, hopefully, remain the major spokesperson(s) concerning the type(s) of program options they want for their child. Additional activities for increased parental input might include strategy-oriented family workshops, orientation activities, pre- and post-transition questionnaires, "Buddy" systems, volunteer parent networks, and pairing new parents with more experienced ones.

Hopefully, both the State Education Department and the Health Department will keep these points in mind as we develop the mechanics for implementation of this new law in New York State. Henderson (1988, p. 62) summarized this position well, "Parent involvement is most effective when it is comprehensive, long lasting and well planned." It is critical that public school personnel value parent involvement and interest in the early education of their young child. We must also incorporate that value into professional practice and collaboration in order to ensure that all children receive an appropriate public education in the least restrictive environment. (Turnbull, 1982)

### The Child

By extending services to infants and toddlers, implementation of P.L. 99-457 presents special problems regarding the preparation of personnel involved in early childhood special education programs. Specialized skills are needed in order to work with the birth to two population of children since models of service delivery for these children differ from those of older preschoolers. "With infants and toddlers, intervention typically is more individualized, less structured and focused on the caregiver-infant dyad and the family system" (Siders, et. al., 1987, p. 162). It is imperative that persons who work with this group of children receive adequate undergraduate and graduate training, be skilled and able to facilitate the child's adjustment to change as he or she moves onto the next placement.

As the transition process develops, much more attention needs to be focused on children. Transition should provide for developmental continuity for children because adjustment to change is not always easy for either the child or his or her parents. Consequently, the sending agency's task is to know where each child is going and then to make preparations for that move.

One way to do this is to have good records that can be shared with the family and receiving agency. Moreover, offering time for a representative from the sending agency (teacher or other staff member), the child, the parents and the child's next teacher to sit down and talk would certainly make transition a smoother process and help make the next program more effective.

**Conclusion**

Implementing early childhood intervention services for preschool children with handicapping conditions and their families has become a reality with the passage of P.L. 99-457. This legislation was influenced by an increased awareness of the needs of young children and their families. As P.L. 94-142 provides free, appropriate, public education for handicapped children and youth, P.L. 99-457 extends this law downward and necessitates that professionals develop consistent and organized procedures for moving special needs children from one type of program to another.

This article has highlighted some of the challenges facing us with the new legislation. The authors have provided background, insight, and suggestions into the realities of transition. Now professionals and parents must cooperate to provide appropriate education and quality services for infants and toddlers. This process will require much effort and trust on everyone's part as we embark on this new phase in the education and programming for young children.

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## 1988 — Call For Award Nominations

THE NEW YORK STATE COUNCIL FOR EXCEPTIONAL CHILDREN AWARDS COMMITTEE is interested in receiving recommendations for recipients of the following special awards:

NYSCEC SERVICE AWARD—Candidates for the Service Award shall have demonstrated a long term commitment toward furthering the work of NYS-CEC. His/her contributions to the organization shall have been of a distinguishing nature which sets him/her apart from others in the organization.

NYS-CEC FRIEND OF SPECIAL EDUCATION—Candidates for this award shall have proven through their actions a sincere desire to further the advancement of handicapped individuals.

NYS-CEC LEGISLATOR OF THE YEAR — Candidates for this award shall have proven themselves to be advocates of special education. They shall have demonstrated through their legislative record an ongoing interest in and support of concerns of handicapped individuals.

NYS-CEC OUTSTANDING RETIREE — Candidates shall have made an exceptional contribution during his/her career to the field of special education. Candidates shall have retired at the end of the 1987-88 school year.

NYS-CEC OUTSTANDING TEACHER — Candidates shall have made an outstanding contribution to his/her children in the classroom.

One award shall be presented in each category. Awards shall be presented at the State Convention in November 1988. Nominations should include the award title for which the nomination is being made, candidate's name, address, telephone number, chapter number, qualifications and rationale for his/her nomination. We urge you to make the nominations detailed enough to give a clear description of the candidate and his/her merits. The name, address, telephone number of the person making the nomination should also be included.

Mail all nominations to:
Dr. Jed P. Luchow, Past Pres. CEC
The College of Staten Island, CYNY
130 Stuyvesant Place
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**(Deadline: June 1, 1988)**

# Literature Review

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Rimm, S.B. (1986). *Underachievement syndrome: Causes and cures.* Watertown, WI: Apple. $15.00.

Children who have the ability to do well in school but fail to do so, suffer from Underachievement Syndrome, according to psychologist Sylvia Rimm. Although gifted children seem most susceptible to Underachievement Syndrome, average, above average and handicapped children suffer from it also. In her book, *Underachievement Syndrome: Causes and Cures,* Dr. Rimm gives practical advice to teachers and parents for identifying and curing the syndrome.

Chapters 1-5 of her book describe the symptoms and causes of underachievement through case studies and prototypes, based on the work conducted at her Family Achievement Clinic. According to Rimm, initial symptoms of underachievement develop in early childhood, and are nurtured unknowingly by well-meaning parents, grandparents, siblings and babysitters.

For example, children who are given excessive attention begin to expect their needs to be instantly gratified; they become addicted to immediate adult attention. This denies children the right to take initiative — everything is accomplished for them before they exert any effort. These children learn to manipulate adults into either doing their work for them, or letting them get away with an incomplete task. According to Rimm, when children are not permitted to struggle to accomplish personal challenges, they are denied the right to build confidence and the necessary commitment to stay with a difficult task. In school, this results in children giving up if the work requires extra effort.

The gifted child seems especially vulnerable due to both the home environment during early childhood, and school experiences. All the gifted children seen at the Family Achievement Clinic, had at least one adult who provided early enrichment, by spending a major amount of time with the child. While early enrichment is important for intellectual development, close one-to-adult relationships can lead the child to become too dependent upon the adult, or become too powerful because the adult has given the child too much authority.

Gifted children have a large vocabulary, mature reasoning, and very often exhibit some "talent" which attracts the attention of adults. Dr. Rimm feels that the child becomes addicted to this attention and thrives on it. In school, early experiences for the gifted child are often unchallenging and boring. The work requires very little effort and discourages the child's initiative. Sometimes a special individualized program is created to accommodate the child's academic needs. This can lead the child to become too powerful in the belief that the school had to adapt to his/her needs.

Rimm elaborated on several other symptoms of underachievement, in addition to excessive attention and the susceptibility of the gifted child. Early health problems, certain sibling combinations, and particular marital problems are targeted categories.

Though Rimm believes underachievement is basically developed at home, the classroom environment can perpetuate and aggravate the syndrome. (However, some classrooms actually help cure it.) She referred to two extreme environments — the loosely organized, unstructured classroom and the inflexible, rigid classroom. Dr. Rimm described the structure of these environments under the guise of teachers "Loose Louie" and "Rigid Robert". She cited case studies as examples to manifest the effect upon children's underachievement.

Other school causes, according to Dr. Rimm, are too much competition, labeling of students, negative attention, and boredom resulting from a mismatch between learning skills and curriculum. These causes are also described in great detail, again case studies are cited to illustrate the effect upon the child's underachievement.

Chapters 6 - 12 describe cures for Underachievement Syndrome, which include new learning for children, their parents, and their teachers. Dr. Rimm explains that the psychologists at her clinic reverse underachievement in about four out of five cases, using the Trifocal Model. This entails a series of six steps: assessment, communication, changing expectations, role model identification, correction of deficiencies, and modification of reinforcement. She outlines and explains these steps in great detail. Again Dr. Rimm gives examples which parents and teachers can relate too. The steps she describes under the Trifocal approach can be easily followed and are practical.

*Underachievement Syndrome: Causes and Cures* does offer hope to teachers and parents of underachieving children. There is "no wonder cure book" for Underachievement Syndrome, Dr. Rimm cautions. However, she contends that if the steps outlined in the book are followed, parents and teachers can expect the same results that are evidenced at the clinic: that achievement motivation will increase, and the symptoms of Underachievement Syndrome will decrease. This will have a positive effect upon school performance. Information provided in the book stated that underachievement was reversed in about four out of five cases at the clinic, using the Trifocal Model. However, it does not mention how long the model has been in use, and whether there is any follow-up data on its lasting effects. Including this information in future editions would be of even greater assistance to individuals considering this approach.

## Professional News

**Dr. Barbara Mallette** (248) has been appointed NYS CEC Vice President to replace Dr. Ruth Gold (17) who resigned.

Congratulations to **Sybil K. Sheinberg** (1002) and **Geri Weiss** (1002). Their article Project H.E.L.P. Horticulture Education and Landscape Practices printed in the Winter, 1987 issue of *The Forum* will be reprinted in a future issue of *Adaptation*, the quarterly publication of the NYBTA — The New York Biology Teachers Association.

Congratulations also to **Dr. Ramon M. Rocha** (19). He is now Assistant to the Vice President for Minority Affairs, SUNY Geneseo. Also congratulations to **Maureen McElheron** (742), **Mamie Li** (742), and **James White** (742). CEC Headquarters has received MEMBERGRAM'S about their contributions to our profession.

The convention program for CEC's 66th Annual Convention in Washington, D.C. listed the following New York State CECers presenting — **Amy Albers** (615), **Dianne Berkell** (71), **Frederica Blausten** (742), **Judith S. Bloch** (71), **Judith Bondurant-Utz** (402), **James Borland** (248), **Robert Carpenter** (4), **Charles Chrystal** (402), **Shirley Cohen** (742), **Debra A. Colley** (402), **Harriet Copel** (248), **Carol S. Eagen** (615), **Virginia Ehrlich** (615), **Kay Alicyn Ferrell** (45), **Jeannette Fleischner** (45), **James V. Fogarty** (653), **Martha Frank** (248) **Lisa A. Freund** (45), **Katherine Garnett** (45), **Alan Gartner** (248), **Bruce Godsave** (19), **Ruth Gold** (71) **Ruth Gottesman** (615), **Kate Hathaway** (45), **Carmen Iannaccone** (402), **Stephen Isaacson** (19), **Lisa Khan** (1002), **Michael Kramer** (248), **Timothy D. Lackaye** (45), **Veronica Lazzaro** (248), **Joel Levy** (742), **Jed P. Luchow** (498), **Marsha H. Lupi** (248), **Horace Mann** (117), **Edwin Martin** (71), **Eileen Marzola** (45), **Colleen D. McNerney** (238), **Susan Mistrett** (248), **Joel Mittler** (71), **Thomas O'Brien** (1002), **Doris Naiman** (248), **Yancy Padget** (248), **Marcella Pavelka** (248), **Dolores Perin** (248), **Anna Lou Pickett** (742), **Mahlon E. Porter** (613), **Mark Posluszny** (248), **Catherine Reynolds** (248), **Joseph Russo** (45), **Claire Salant** (248), **Spencer J. Salend** (248), **Lynn Sarda** (248), **Patrick Schloss** (117), **Pearl Seidenberg** (71), **Marjane B. Selleck** (248), **Margeret J. Shepherd** (45), **Sybil K. Sheinberg** (1002), **Effie Simmonds** (45), **Maureen Smith** (248), **Joel Stark** (248), **John Stimmel**, (1002), **Irene Strum** (615), **Ida Jean Windell** (402), **Kathleen S. Whittier** (248), **Ron K. Yoshida** (248), **Alana M. Zambone** (248), **Gloria Zimmerman** (248), **Susan Zippiroli** (248). If we missed someone, we apologize. If we missed you, or you know of someone we missed, let us know and we will list that person in the next issue of *The Forum*. However, we did not list anyone who is not currently a CEC member.

QUESTION: How can you help get deserving members of CEC recognition for their professional efforts? ANSWER: Send a MEMBERGRAM. Sending a MEMBERGRAM is a way to tell other CEC members about the victories and accomplishments of your peers. It's a chance for your colleague to see his or her name in print, and to get recognition for his or her hard work.

For information on MEMBERGRAMS write to the Department of Member and Unit Services, CEC, 1920 Association Drive, Reston, VA 22091, or call the Department Head, Susan Gorin, at (703) 620-3660.

## State Federation Elections

All nominated candidates for State CEC office were asked to please provide the following information a) your current position; b) your service record in CEC (include any work at the local chapter, state federation or national level); and c) a 100 word statement regarding what you have to offer the office you seek.

To vote, please use the ballot on pages 21 & 22 of *The Forum*.

### VICE PRESIDENT

**Jeannette E. Fleischner, (45)**

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*CEC Service Record:*
Chapter 45
Vice President (1967-68)
President (1968-70)
Faculty liason (1974-Present)
Membership Chairman (1980-82)
New York State Federation

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Regional Representative (1970-73)
Local Arrangements Chairman, State Conference
Division for Learning Disabilities
Governor (1983-86)
Vice President (1986-87)
President Elect (1987-88)

**Candidate's Statement**—I hope that you will vote for me for the office of Vice President of the New York State Federation. I have been an active member of CEC for more than 20 years because I believe in the mission and goals of the Council for Exceptional Children. As the professional organization representing the needs of all individuals with special educational needs, CEC has been very effective in promoting policy and legislation to benefit exceptional individuals.

CEC also plays an important role in our continuing professional development. Through conferences sponsored by local chapters, the Federation, and national CEC we gain information, share ideas and influence the direction that special education will take. The strength of CEC lies in the commitment and activity of its members. I will be pleased to serve you as Vice President, and will pledge to work with Chapter officers and members to make the New York Federation the most active, best federation in the country!

## GOVERNOR (1988-1991)

**Jed P. Luchow, Ed.D. (498)**

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Work: The College of Staten Island, CUNY
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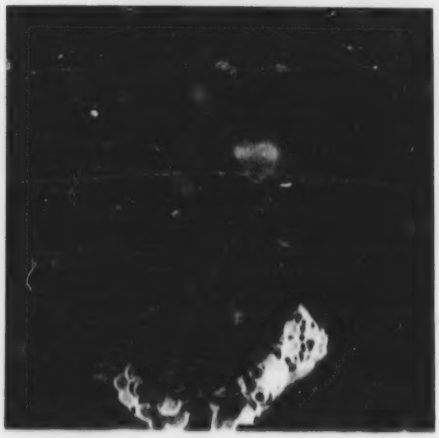
*Current Position:* Coordinator of the Special Education Program at the College of Staten Island, City University of New York

*CEC Participation*—Active member of CEC since 1969, Past President of NYSCEC, 1987-88; Consortium Convention Program Chair, 1985; Faculty Advisor to Chapter 498 at The College of Staten Island, 1981-87; First President and Founder of the NYS Federation-level Division for Learning Disabilities, 1985; Assistant Editor for Professional News, *The Forum;* Division membership in DLD, TAM, and TED.

*Candidate's Statement*—During the past eight years while serving NYSCEC, I have had an opportunity to better understand International CEC and its role in serving the needs of exceptional children. In the future, I would like to see CEC develop strong advocacy positions for all exceptional individuals, take an active role in supporting quality programming and training, and stabilize its own fiscal well-being. To this end, it would be my pleasure to continue to serve NYSCEC and you as our Governor at International CEC. (P.S. If you've read my President's Message last year, I would like to maintain some sense of humor while trying to accomplish this task for you).



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Fredonia, New York 14063

*Current Position*—SETRIC Training Specialist

*CEC Participation:* I have a long history of CEC service which includes: President, NY CEC; President, NYS L.D. Subdivision; Member CEC Chapter 402 over 20 years; DLD Representative on NY CEC Federation Board; Buffalo Regional Representative, NYS CEC; NYS CEC Conference Chair; Exhibit Chair, CEC Conference 1988; Presented at innumerable local, state and national CEC conferences; one of co-authors of Q-SAT, ASAT, & ASAS tests.

*Candidates Statement:* It is my professional responsibility to be current regarding state/federal laws and regulations, and to be informed as to viable educational approaches and materials. This provides me with the unique opportunity and responsibility of keeping abreast of the status of the "special" population of the State of New York. This focus, as well as my personal commitment to be an informed advocate for our handicapped children will enable me to effectively represent our state at the national level.

NEW YORK STATE FEDERATION OF CHAPTERS OF

# THE COUNCIL FOR EXCEPTIONAL CHILDREN

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## 1988

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1. Mark an X in the box of the candidate of your choice.
2. All members may vote for Vice-Pres., Governor.
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NYSSB
Richmond Avenue
Batavia, New York 14020

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Information regarding the candidates is printed in this issue of the Forum.

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*All Members Vote for One*

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1. Jeannette E. Fleischer ............ ☐
2. ............ ☐
3. Other ________________

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1. Jed P. Luchow ............ ☐
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# Governor's Report

The annual governor's seminar was held in Reston in January this year. It was the usual intense, information-filled meeting. As a third year governor, it was great seeing all the other governors who have now also become friends. We all regretted the fact that this was our last year on the Board of Governors and hoped to continue seeing each other as our service to CEC takes on different aspects. As I write my last report as your representative to the Governing Board of CEC, I want to express my appreciation for allowing me to serve CEC in this capacity. It has been an extremely positive experience for me, and I believe that I have represented our Federation by maintaining our status as an active, well respected Federation expressing our opinions and concerns to Reston.

When I came into office three years ago, CEC was just beginning to come out of an extremely tenuous financial position. I am pleased to have been a part of this turn around. As of December 1987, CEC's accounting firm has commended us for the steps taken to return our organization to a solid financial position over the past several years and for formulating long term goals and objectives which are continuing to provide member pride and financial strength.

Another initiative occurring during my term as governor was the concept of regionalization promoted by Dr. Barbara Sirvis, member of the CEC Executive Committee. Regionalization divides the United States and Canada into eight regions with New York being a part of Region I which includes New Jersey and the New England states. This allows the governors of each region to meet periodically and discuss common issues we may be facing within our Federations and generate ideas as to how CEC may assist us or represent our concerns. The approval of the regionalization concept now provides the opportunity for each region to meet with all the candidates running for the Executive Committee at the international convention. Region I has taken an active lead in promoting this concept by requesting three definitive meeting times and some minimal financial support for Executive Committee officers to meet with nearby regions.

By the time you read this column the CEC Standards and Guidelines for Curriculum Excellence in Personnel Preparation Programs in Special Education will have been presented to the Board of Governors in Washington, D.C. These standards and guidelines have been approved by the Professional Standards Committee of CEC and by NCATE for use by special education personnel programs in higher education institutions which are seeking NCATE accreditation. If approved, these guidelines will become the standards for special education personnel preparation programs. Personnel preparation programs will have to prepare documents responding to how their programs implement the CEC standards. Trained CEC members will review the documents submitted and determine whether the information presented in the documents meets the CEC standards. The next governor of the New York Federation will have to represent your position in this important future endeavor.

When one serves in an elected capacity, you always hope to leave some evidence of your input. One of my goals was to increase communication between Reston and the individual members of our state. I hope that providing information through the *Forum* has accomplished this purpose and you are better informed of your governor's efforts. Hopefully, this column is an example of my legacy to the Federation and will be continued by the next governor.

Judith Bondurant-Utz
*Governing Board Representative*

# *Editor's Corrections*

The editor apologizes for two terrible mistakes in the last issue of *The Forum.*

First. The last issue was incorrectly reported as VOLUME 13, No. 4, Winter 1987. Instead, the issue should have been VOLUME 14, No. 1, WINTER 1988.

Second. The reference list for Dr. Barbara Ruth Peltzman's article The Identification of At-Risk Learning Disabled Children: The Importance of Early Intervention on pages 8 through 10 was not printed. The reference list for the article is printed below.

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# *the FORUM*

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**VOLUME 14, NO. 3** **FALL 1988**

## *Diversity:*

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## Manuscript Submission

It is the policy of the editors of *The Forum* to encourage manuscripts from the field. Those interested in submitting articles for publication should consider the following:

1. All manuscripts must be typed double spaced on 8½ x 11 inch paper
2. Manuscript should conform for style of presentation to the *Publication Manual of the American Psychological Association* (third edition).
3. Three copies of the manuscript should be sent to:

Catharine J. Reynolds
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Authors will be notified upon receipt of the manuscript. Manuscripts will be reviewed by field reviewers in terms of appropriateness for the journal, significance of content, writing style, and relevance to readers.

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# President's Message

The New York State Federation of Chapters of the Council for Exceptional Children represents the largest professional organization in New York State with major emphasis on the education and habilitation of individuals with handicapping conditions. There is a great deal more competition for professional membership from other professional groups than there was in the past. In order for our federation to remain a strong viable organization that can attract membership from professionals in the field of special education we must carefully examine our organizational structure and goals.

This examination process was started under the capable leadership of past presidents Mr. Thomas Assenza and Dr. Jed Luchow. A new emphasis has been placed on the role and importance of the annual convention. This will be reflected in our November 4-5 convention at the Buffalo Hyatt Regency Hotel. Under the capable co-chairmanship of our President-Elect Barbara Mallette and her husband Douglas Lloyd planning has been completed for what promises to be a well organized and exciting professional experience.

As the Executive Committee and the Advisory Board begin the planning process for the 1988-89 I will request that the following concerns which have been expressed for the past several years receive specific attention:

—need for part time Executive Director or Executive Secretary
—standing committee for membership and nomination
—standing committee on conventions
—role of Regional Representatives and Affiliated Representatives
—development of position statements regarding special education issues in New York State
—reactivation of dormant chapters
—membership recruitment and retention
—increased effort in public education and public relations area

Serious consideration must be given to employment of a part time Executive Director or Secretary and development of a Standing Committee on membership and conventions to provide support to the Executive Committee in planning and development efforts. Continuity of the planning and development process is extremely difficult without the support of an executive office and standing committees.

We must continue to examine the role of the regional representatives and the representatives of our affiliate organizations (CASE/CCBD/DCD/DEC) and other affiliate groups which may develop in the future. There are a large number of individuals in New York State who are members of the Council for Exceptional Children but are not affiliated with either a chapter or an affiliate organization. We must seek ways to tap their energy and expertise to make our state organization more viable and responsive to the needs of membership.

The Federation must become actively involved in planning for the future of special education in New York State through the development of position papers, representation on state wide planning committees, and active involvement in the legislative process.

The Executive Committee and Advisory Board need your help and commitment as members of the Council for Exceptional Children to deal with the concerns I have expressed. Please let me know any suggestions you may have regarding the concerns expressed. If you are willing to help address these concerns please let me know. I am confident that working together we can have a positive impact on the future of Special Education in New York State and on the services provided to children and adults with handicapping conditions.

Dr. Lyle C. Lehman
*President*

# VIEWPOINT

Diversity. Just as this word is descriptive of the geography and population of New York State, it also characterizes the membership of New York State Federation of Chapters of the Council for Exceptional Children. Members are students, teacher, support personnel, administrators, teacher trainers and parents. They serve individuals of all ages and with a wide range of abilities. As the new co-editors of *The Forum,* we hope to recognize and support the diversity of our field. Therefore, we invite all interested contributors to submit manuscripts which reflect the heterogeneity of the members.

We have several changes for *The Forum* in mind. Each issue we will include "News from Albany" to inform you of current information and programs from The State Education Department. "Teacher Center" will present program strategies and models for everyday use in the classroom. We hope to continue the high quality of articles, book reviews, and professional news that has traditionally characterized this journal. Additionally, we will have periodic issues devoted to themes.

We wish to thank Dr. Herb Foster for his leadership in shaping *The Forum.* His assistance has been invaluable in making this a smooth transition of responsibilities.

Catharine J. Reynolds
Spencer J. Salend
*Co-Editors*

## News From National CEC

CEC SYMPOSIA ON CULTURALLY DIVERSE EXCEPTIONAL CHILDREN AND YOUTH
**October 28-29, 1988 in Denver, Colorado**

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For information:
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# Teaching Written Expression to Mildly Handicapped Students

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One of the most exciting trends in special education is the new emphasis placed on writing skills. Like regular educators, special education teachers are learning more about the writing process and how to teach written expression more effectively. Studies consistently have shown that students in special education programs have serious problems with written expression, both on norm-referenced measures of written language (Poplin, Gray, Larsen, Banikowski, & Mehring, 1980) and in measures taken from student writing samples (Deno, Marston, & Mirkin, 1982; Gregg, Raphael, & Englert, 1987; Moran, 1987; Nodine, Barenbaum, & Newcomer, 1985).

Writing, just like other academic skills, is best learned through teacher-directed instruction (Hillocks, 1984). In a teacher-directed approach, the teacher sets objectives, models problem-solving strategies, and plans activities that will expand the student's writing skills. This approach stands in contrast to what Hillocks (1984) called the "natural process/free-writing" approach, in which the teacher stands aside to let students establish their own style of expression and topic turf. When Hillocks (1984) compared the natural process/free writing approach with other modes of instruction according to their outcome effects, he found it to be about 25% less effective than the average treatment requiring a more directive role for the teacher. A teacher-directed approach is especially important for mildly handicapped students. Frustrated writers need generous amounts of assistance which leads to success as perceived by others and more importantly, themselves.

**Establish Time for Writing**

The writing teacher's first important function is to establish sufficient time for writing to be taught and practiced. Research on effective teaching practices in both regular and special education classrooms has revealed the primary importance of allocated instruction time and—more importantly—student engaged time in increasing pupil achievement (Englert, 1984; Rosenshine, 1983). Graves (1985) stated that children need to write for at least 30 minutes a day, four days a week, in order to see any appreciable change in the quality of their writing. However, Leinhardt, Zigmond, and Cooley (1981) found that students observed in special education classes often spend very little time writing, and most of that time is spent in verbatim copying.

Writing instruction does not have to wait for reading competence. Graves (1983) noted that literacy development does not necessarily follow in a reading then writing order. Most children attempt to write before they attempt to read, and writing is a valuable way to become familiar with words and their function.

**Carefully Plan Instruction**

The teacher's second function is to plan instruction with reflects sound educational practice. Research on teaching practices has uncovered four principles of effective instruction related to writing:

1. *Writing should be taught as a process.* Although there are different theories as to what the steps of the writing process are, most authors agree to variations of a three-step model that begins with a prewriting stage (sometimes referred to as *planning),* and includes a writing stage *(transcribing)* and rewriting stage *(revising)* (Emig, 1971; Hayes & Flower, 1980; Nold, 1981). Experienced writers frequently move back and forth among these subprocesses (Humes, 1983). However, separating the subprocesses into three distinct steps as writing is taught makes the process more explicit to beginning writers and allows the teacher to teach the skills within each stage.

Skilled writers spend time considering what will be written, sometimes jotting notes or drawing diagrams. As they write, they keep the intended reader in mind, often stopping to reread what they have written, Experienced writers also think about what they are writing and occasionally alter their writing plan. They revise their compositions, making changes in content as well as correcting spelling and grammatical errors. Most basal language arts texts do not teach writing as a process, often overlooking rewriting and revising stages almost entirely (Harrington-Brogan, 1983).

Many times student are not happy to rewrite something they consider finished. This resistance can be overcome by making first drafts obviously different from a completed product. One method of doing this is to use colored paper for first drafts (Raphael, Kirschner, & Englert, 1986). Students can be instructed to write on every other line, leaving a space between lines to make corrections and insertions. In another writing project, students wrote their first draft by writing each sentence on a separate slip of paper (Crealock, Sitko, Hutchinson, Sitko, & Marlett, 1985). After a conference with the teacher, the sentence strips were taped to a larger sheet of paper. Large spaces were left between each sentence strip allowing room to rewrite sentences, add detail, and insert transitions. After the students reviewed their story and the teacher made suggestions for improvements, the students wrote their final copy. In each case, students realize that the first draft form is not adequate as a finished copy.

2. *Writing is a complex task which must be simplified for the inexperienced writer.* Flower and Hayes (1980) described writing as a complicated juggling act. The writer must keep in mind knowledge of the topic, use the linguistic conventions unique to writing (which are much different than those for speaking), and consider what will be understood and not understood by the audience, while managing the motor skills required for putting it all on paper (or

computer screen). The writer's challenge is to manage and coordinate all of these concerns given the limits of short term memory. The teacher's challenge is to teach useful strategies to handle the overload and to structure instruction carefully to maximize success and sustain interest in writing.

Teachers can simplify the task by collaborating with students in planning and writing a story. Collaboration allows the teacher an opportunity to model the entire process of writing from planning activities to the revision and editing stage. As students learn enough skills to attempt a composition on their own, the teacher can prompt the student through the steps of the process using questions, visual prompts, or verbal feedback.

Teachers can also simplify the executive demands of the task by teaching students simple strategies by which students can guide and monitor the process themselves. For example, it is easier to plan a narrative if story details that should be in a story can be recalled. Harris and Graham (1985) taught a story schema composed of seven elements to learning disabled students using the mnemonic "W-W-W, What = 2, How = 2." The mnemonic stands for the following questions: *W*ho is the main character? *W*hen does the story take place? *W*here does the story take place? *W*hat does the main character want to do? *What* happens when he/she tries? *How* does the story end? *How* does the main character feel? Strategy training using this mnemonic significantly increased the quality of the students' narrative compositions.

3. *Writing is best learned in interactive group experiences.* In addition to collaboration with the teacher, collaboration also can be with peers. Hillocks (1984) found that the most effective approaches to writing instruction are those that maintain high levels of student interaction in structured problem-solving tasks. Students can plan together, produce a group product, provide feedback to each other on first drafts, and edit each other's work. Group brainstorming activities are an effective way to generate enthusiasm for the writing task (Crealock et al., 1985). The teacher then can model planning skills by helping students to organize their ideas or information in a diagram, grid or outline. For beginning writers, transcribing also is done as a teacher-directed group activity.

Finally, in the revision stage, first draft compositions can be read and discussed in small groups. The feedback from peers gives the author ideas for improving the content, sequence, or vocabulary before the final draft is copied. Perl (1983) recommended an "active listening" procedure whereby students respond to another's shared composition by paraphrasing what he or she thought the author intended to say. The listener's interpretation helps the author evaluate the degree to which the intended message was effectively communicated. Moore, Moore, Cunningham, and Cunningham (1986) recommended four guidelines for peer response groups: (a) Initial reactions must focus on what was done well; (b) All negative reactions should be stated as questions; (c) Reactions can be oral or written; and (d) The writer must not respond immediately to the others' reactions (to avoid defensiveness and arguments).

4. *Teachers must be careful in their use of corrective feedback.* Teachers must be sensitive to the negative attitudes that mildly handicapped students bring to the act of writing. Keeping the student's instructional objective clearly in mind enables the teacher to provide corrective feedback only for those aspects of composition that have been taught and relate to the objective. Considering that learning correct spelling, punctuation, and grammar takes many years, teachers should restrain themselves for circling or red-penciling mechanical errors every time they appear. Teachers should always be generous in praising a student's ideas, style, and use of humor.

## Summary

Writing skills are of concern to special education teachers as well as regular class teachers because of the many students who cannot express themselves through this mode of communication. Recent research and demonstration projects, however, have shown that writing skills can be effectively taught to mildly handicapped students. To do so, teachers need to allocate time in the classroom day for writing to plan instruction using methods that are educationally sound and empirically successful.

In being systematic rather than serendipitous in our teaching, we are more likely to achieve the goal of educating students who can communicate competently.

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# *The Second Special Education Dilemma: A Call For Reconstruction*

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## A Brief History of Secondary Special Education

Secondary special education programs have evolved from a perspective that they should fulfill the needs of adolescents with specific handicapping conditions. For individuals classified as mildly mentally retarded, the early emphasis was on programs which, through preparation in the vocational area, allowed students to assume productive roles in society (Kokaska, 1968). Hungerford (1941) argued that persons with mental retardation had become, compared to workers as a whole, less able to meet society's employment demands. He proposed that the concept of "occupational education" be operationalized in order to replace the inappropriate academic programs which were prevalent at the time. Secondary special education was affected dramatically, and community-based work study programs were developed.

Over the past 40 years, special education has been extended to serve students other than those classified as mildly mentally retarded. Students with severe handicaps were largely unserved until the judicial decisions and legal mandates of the 1970's ensured them the right to public education. The professional literature devoted to the education of students with severe disabilities soon mirrored that of Hungerford's era, emphasizing functional life and community survival skills, with much instruction occurring out of the school building. The emergence of learning disabilities and emotional disorders as etiologic classifications in special education has been nothing short of astounding. The growth of these disabilities has been in geometric proportions, largely fueled by a history of inappropriate classification of youngsters as mentally retarded or by the numbers of troubled students who likely dropped out early in their secondary education experience. Programs have sprung up and struggled to expand in order to serve all eligible adolescents. In secondary programming, the effort has been focused on academic remediation, and with little time for evaluating effectiveness or considering other models of educational service.

## What is the dilemma that secondary special education must address?

Education commissions and foundation-funded studies have published reports which seriously question the ability of conventional secondary schools to meet the needs of a sizable portion of today's population (Carnegie Commission on Higher Education, 1973; National Commission on Reform in Secondary Education, 1973; Task Force in Secondary Schools in a Changing Society, 1975). Reasons for reform in secondary education include: 1) earlier physical, sexual, and intellectual maturation of youth during the last 20 years; 2) increase of information sources available to adolescents; 3) confinement associated with compulsory schooling; 4) childish regimentation found in the governance of most high schools; 5) limited or nonexistent opportunity to practice adult responsibility and self-direction; 6) lack of opportunity for gradual transitions into the world or work or world of higher education; 7) lack of coordination among schools, other community agencies and the work world in providing education to youth; 8) age segregation of school organizations, denying access to extensive contact with adults or younger children; and 9) lack of educational diversity in settings, curriculum or instructional methods to accommodate the expanding and more fixed individual differences of older students (Wiederholt & McEntire, 1980).

More recently, Ianacone and Stodden (1987) discussed six interactive processes that too often characterize programs for pre-adolescents and adolescents with mental retardation. The following all too common programmatic and instructional practices reduce the effectiveness of secondary special education and subsequent community and employment transition of graduates: 1) structuring dependence, 2) decision taking, 3) employment irrelevance, 4) misguided reinforcement, 5) self-fulfilling expectations, and 6) focus on disability.

Schooling is society's mechanism of preparation for its various roles, rather than an end in and of itself. The large failure and dropout rates in our secondary schools indicate the existence of problems with the nature of the preparation as well as the shortage of productive, prosocial roles for young adults (Edgar, 1987; Zigmond & Thornton, 1985; Finn, 1982). Special education is a sub-system of regular education designed to serve individuals with disabilities and the population of youngsters who have failed in school. Demographically, the population of students is disproportionately poor and minority. The task of preparing young adults to function well in society, a difficult one regardless of target population, is especially challenging when the populations served are historically the first to be devalued and denied access to desirable roles in society.

Most young people who do adjust successfully to the adult world take one of two routes. They continue their schooling and receive higher educational degrees, or they find jobs which satisfy their needs for financial independence, accomplishment, and recognition.

Unfortunately, special education has been generally unable to send its students through these routes. Graduates of special education programs face the distressingly high rates of unemployment and underemployment characteristic of all adults with disabilities (Will, 1984; U.S. Commission on Civil Rights, 1983).

### Secondary Education and Special Education Reconstruction

Given the many indictments of general and special secondary education, it is imperative that thoughtful proposals for secondary special education reconstruction receive serious consideration and corresponding action. The actual form and functions of such reconstruction must be guided by a philosophy which guarantees that all adolescents with handicaps be afforded state-of-the-art educational opportunity in secondary education. Within the larger organizational and structural context of secondary schools the best of what we know about program and instructional technology must be implemented without further delay. Specific modifications and program options in a configuration of choices for students and parents can indeed increase the probability that students will realize their educational and community adaptation potential.

Inasmuch as the population of adolescent secondary learners with handicaps should be characterized as heterogeneous, with respect to ability and motivation, a range of desired outcomes for these students must be clearly formulated. Among those outcomes would definitely be decreases in academic failure, dropout rates and suspensions, and increases in employability of graduates.

Philosophically, secondary education must view its role as encompassing the wide and varied problems, needs, and interests of all adolescents representing cultural, linguistic and racial minorities, and lower socio-economic backgrounds, handicapped or not. Programmatically, secondary education must expand its charge to provide viable and functional curricular options for all students including those requiring special education. Edgar (1988) noted that the current focus on basic academics and preparation for college is inappropriate for some 40% of all students and probably 80% of all special education students. Regardless of the specific curricular focus and post-school goal, programs must include procedures which plan, implement, and monitor school-to-adulthood transitions to higher education, human service programs, and jobs.

### Program and Curriculum Configurations for Secondary Education and Special Education

Five program and curriculum configurations are proposed for serious consideration. Each configuration is largely based on the characteristic needs of adolescents and the society within which they are expected to enter, and contribute to upon completion of secondary education. Each program and curriculum configuration option includes an underlying desired outcome (Edgar, 1988).

1. Provide and/or strengthen the opportunities (resource room, academic study skills and regular curriculum) for students who project strong basic skills achievement levels, are highly motivated, and possess support systems which aid them in dealing with their disabilities as well as foster the use of appropriate strategies. The intended outcome is the demonstration of subject matter competence and informed post-secondary decision making.

2. Provide college preparatory support resources which are designed to facilitate transition and success at the post secondary level. Emphasis would be placed on the acquisition of strategies and basic subject matter content. This should include formal association with higher education programs and might entail an extended school year in order to accommodate the extra work necessary to ensure a competitive edge. The intended outcome is matriculating and completing advanced post secondary education.

3. Provide vocational education sequences. These programs would require cooperative relationships between vocational education and special education staff. Vocational education must contribute its expertise to programs whose students would likely require some program modifications. The intended

outcomes would be the acquisition of specific marketable vocational skills, a secondary diploma, and employment.

4. Provide and expand opportunities for special career education-vocational education work study experience. This model is similar to those programs which prepare students and place them into occupational settings. A spectrum of accompanying support services (personal-social, vocational and recreational) should be available for students. Coursework typically would occur in the school setting and be balanced with multiple community paid work placements. Such programs would be available to non special education students as well. The intended outcome is desirable employment with benefits and career ladder opportunities.

5. Provide personal and social assistance programs. These programs will be designed for those students who do not find success in other configurations and options. Such programs would provide a broad range of functional units of experience and study. Self and social development will be a major focus and will include opportunities to acquire improved living and interpersonal communication skills. Specific needs related to substance and alcohol abuse may be addressed through these programs. Students will acquire information relative to the host of community agencies that are available for assistance (e.g., medical, legal, financial, religious, vocational, social and recreational) and the invaluable assistance each can provide. Community-based educational relationships would likely characterize this option. The intended outcome is to improve personal and social amenities and attain access to all available community-based service and treatment programs.

In summary, secondary education and special education programs have drawn particularly critical attention to what or from whom in the past fifteen years. Too many regular and special education youth experience academic failure, are suspended, drop out, and seldom, if ever, realize their personal, social, economic and civic potential. Their subsequent transition into the community is unsuccessful and often results in a host of dissatisfying individual, social and vocational life experiences.

Secondary special education has historically and philosophically attempted to provide curricula and instruction that directly addresses the needs, problems and interests of adolescents with handicapping conditions. Given the dramatic legal mandates associated with special education and vocational education for students with special needs, and the widely acknowledged ineffectiveness of current secondary education and special education programs, specific recommendations for reconstructing American secondary education represent a challenge for our society and its educational system.

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## NYS CCBD Subdivision Election Results

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# Teacher Center—

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## The Organized Classroom

The classroom environment each student enters at the beginning of an academic year is of primary importance to the type and amount of learning which will take place. (Mann, Suiter, & McClung 1987; Gloeckler & Simpson, 1988). The person responsible for the tone and attitude of that environment is the classroom teacher. Successfully organized classrooms are characterized by: a schedule which is flexible; a climate which is consistent, student-centered and conducive to learning; and a teacher who communicates with students as well as provides psychological support (Gloeckler & Simpson, 1988).

The purpose of this article is to discuss the organization of the classroom environment as determined by its physical, academic, and social-emotional settings. Suggestions will be made to help facilitate the organized classroom in each of these settings.

### The Physical Setting

The physical environment of a classroom includes the arrangement of furnishings and materials. This structure influences the instructional program as well as student attitude and motivation toward learning (Mercer, & Mercer, 1985). Further, a careful planning increases workspace (McCoy, & Prehm, 1987), provides for various academic areas (Gloeckler & Simpson, 1988; Mercer and Mercer, 1985), and creates ease of student monitoring Giek & Mayer, 1987; McCoy & Prehm, 1987).

Although many teachers still place student desks in rows, less traditional arrangements of classrooms can be achieved by using tables or clustering the desks. This allows for areas of both small and large group instruction, as well as provides a walk space for easy accessibility to all students. Reading or quiet areas can be created in corner spaces through the use of sofas, stuffed chairs, bean bags and rugs. Study carrels, cubicles or booths can be utilized as a space for independent work or refocusing a distracted student. The use of furniture (such as bookcases or dressers), as dividers, can create learning centers and provide storage areas for student materials. A designated listening or audiovisual station enables students to use a variety of equipment such as tape recorders, record player, Language Master, or computers with minimal distraction to other classroom activities.

Incorporating various academic learning centers into the classroom results in increased freedom of movement for students. However, this creates a need for flexibility in the storage and accessibility of learning tools. While, traditionally, most students are assigned a desk to house their belongings and work, other options which exist are individual totes or carryalls, assigned cubbies or mailboxes.

Procedures for students to clean up and restore materials which have been used in the various classroom areas should be consistent and understandable. This gives each student an opportunity to assume responsibility for classroom neatness and organization. It also maximizes instruction time and minimizes the teacher's housekeeping duties.

When designing the physical plan of a classroom, teachers should consider the location of their desk or work area. The ability to scan all student activities from their seat allows instructors to monitor both progress and work flow, and provide supervisory feedback (McCoy & Prehm, 1987). A well-placed work station also affords students ready access to instructional assistance from the various academic work areas (Giek & Mayer, 1987).

### The Academic Setting

The academic aspects of the classroom environment include the instructional goals, the actual teaching events, the monitoring of student progress, and record keeping (Mann, Suiter & Mc Clung, 1988; Mc Coy & Prehm, 1987; Mercer & Mercer, 1985). Two aspects which need careful consideration in an organized classroom are the monitoring of student progress, and record keeping.

In a successfully organized academic setting, the teacher continually checks to see that students are on task and learning the intended objectives. This can be achieved by frequently moving among students, and providing feedback. Efficient learning takes place when students are frequently informed of the adequacy of their performance. Feedback should be clear, corrective and immediate (Wallace & Kauffman, 1986; Van Houten, 1980).

Many strategies are available for assisting the classroom teacher in monitoring student progress. Individual work folders or clipboards may be utilized to inform the students of the days' assignments. Feedback on completed tasks can be given through the use of stickers, stamps, or a check sheet. Self-correcting materials are an excellent resource for individualized instruction (Mercer & Mercer, 1985). These independent activities allow for students to receive immediate feedback (Van Houten, 1980), and free the teacher to work with other groups. When giving students self-correcting activities, it is important to build in safeguards such as random checking to insure proper use of the materials. Working independently actively involves students in the management of their own academic programs. An increased acceptance of responsibility for their own learning and improved performance by students are often byproducts of independent activities (Mercer & Mercer, 1985).

Efficiency of teaching can be increased if students know the appropriate means for getting teacher help. To avoid interruptions during critical individual teaching times, a signaling system can be established. Possible methods include a raised hand, a help card on the desk, or a student's name printed on the chalkboard (McCoy & Prehm, 1987). Also, selecting other students as peer helpers can reduce both interruptions during teaching, and off-task behavior of students waiting for assistance. However, whatever system is employed, it is important for students to be aware of expected behaviors and procedures while waiting for help. Students might be expected to go on to the next problem, or choose another activity until help can be given.

Record keeping is an essential aspect of the academic setting. The classroom teacher can monitor the acquisition of instructional goals through continuous evaluation and recording. Further, good record keeping promotes effective, precise communication between parents and teacher regarding a student's performance (Wallace & Kauffman, 1986). Accountability for daily instruction is easily achieved through accurate, up-to-date records.

Many types of record keeping are available including charts, graphs, anecdotal records, and work samples. Graphs and charts have been found to be especially useful in providing visual feedback to students (Wallace & Kauffman, 1986). They can be used to gather data on individuals or groups of students. Plotting the results of daily timed math quizzes, weekly spelling tests, or correct number of words read in one minute are examples of the type of information which can be recorded on graphs. Bulletin boards can be used to display various types of student record keeping. Progress is immediately noted, and can be exciting and motivating to the learner. Student involvement in charting becomes a reinforcing activity. Although initially setting up a comprehensive record keeping system can be time consuming, once in place it becomes a time saving device for the classroom teacher.

### The Social-Emotional Setting

The social-emotional environment of the classroom refers to the communication within the room and the structure of behavior management (Gloeckler & Simpson, 1988; Wallace & Kauffman, 1986). Teacher personality and teaching style are major factors in setting the tone of communication in the classroom. An atmosphere of warmth, understanding and acceptance promotes positive relationships. Rules, rewards and consequences define the structure of behavior management in this setting. Expectations are clearly defined and consistently enforced (Gloeckler & Simpson, 1988). This reassures children that the classroom will be a safe, consistent, orderly environment.

The task of managing a classroom is often the most frightening for teachers. Several guidelines help make this task more successful.

Rules of the classroom are most effective if they are kept short and simple (Canter & Canter, 1976). Limiting the number of rules to a select few eliminates student confusion about what is expected or tolerated. Individual teachers should determine which rules are important for an efficiently run classroom. This will vary among teachers and grade levels. Student involvement in the selection of classroom rules can increase their awareness and understanding for the need of a well-organized room. The day to day running of the classroom becomes a shared responsibility between teacher and students.

An example of a set of rules a classroom teacher might incorporate is:

1. Follow all directions the first time
2. Be prepared for learning
3. Stay in assigned areas
4. No inappropriate language, gestures or putdowns
5. Keep feet, hands and objects to self.

These five rules, while short and simple, should cover any situation which might occur in the classroom.

Once the rules are in place, it is important to frequently and consistently acknowledge students who observe them. For example, students who consistently come to a group prepared for learning as evidenced by having the appropriate materials would be made aware of this positive behavior. One way of acknowledging appropriate, productive behavior is through the use of rewards. Rewards can vary from stickers or free time activities, to verbal praise or a pat on the back. To determine those rewards which are most valued by the students a reinforcement survey can be conducted early in the year (Raschke, 1981).

Consequences for inappropriate behavior are a necessary aspect to classroom structure. It is important for students to understand what the result of an action will be. However, there are many techniques available for modifying the unacceptable behavior, and reducing the use of consequences. Effective techniques include a token economy system (Alberto & Troutman, 1982), a time out card (Foxx & Shapiro, 1978), peer confrontation (Bellafiore & Salend, 1983), and group contingencies (Salend, 1987). Determination of the specific needs of the classroom will enable the teacher to select the most effective management system.

In spite of the differences which may be found from class to class, the most important keys to a well-organized social-emotional setting are consistency and predictability (Wallace & Kauffman, 1986). When rules are enforced fairly and routines and schedules established, students gain a sense of security in knowing what to expect. This type of structure and organization promotes learning, enhances positive relationships, and improves self-image. The message conveyed to students is that they can succeed and learn (Gloeckler, & Simpson, 1988).

### Summary

The classroom environment, which consists of the physical, academic, and social-emotional settings, plays an important role in the student learning which will take place. Many aspects comprising each setting must be carefully considered when planning a classroom. A variety of methods and strategies available to classroom teachers for assisting them in creating an organized classroom have been discussed.

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**Think**
**Buffalo**

# Connecting WP and LD: Students Write!

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"I don't think you and I will get along. I'm never coming back here!" With those words Eddie, a new learning disabled student in my resource room, cut short our first encounter and tearfully stormed back to his classroom. He announced this message to his regular classroom teacher with added vehemence and a few more tears. In my zeal to get some baseline information about Eddie's writing skills, I had asked him to write about himself. In doing so I touched a raw nerve — his perceived inability to write — and had invaded his privacy.

On that unhappy day in September Eddie wrote this for me: "I am Eddie. I have a sister. I have a cat. I like my teacher." At the end of the year Eddie produced a four page word-processed report on Argentina. What brought about the change in Eddie's willingness to write? I believe it was due in part to his experience with word processing within the social climate of my resource room. This climate is one in which peer interaction is the norm, and where cooperative learning strategies are modeled.

### Word Processing: Some Problems and Some Promises

Word processing in our schools and resource rooms is a relatively new phenomenon of the 1980's. Few of today's teachers learned about the place of word processing in the curriculum during their undergraduate, or even graduate, education. Yet today word processing is used widely in the business and professional worlds into which our students graduate. The New York State Education Department's new *Language Arts Syllabus K-12* (1987) draft suggests that computer experience be a part of the language arts curriculum. However, many factors determine how students who are learning disabled students will gain experience with this tool.

How much time students have access to computers is probably the primary factor that determines the depth of experience students will have with word processing. Martinez and Mead (1988) reported in the first national assessment of computer use in schools that most students like to use computers, and that they would like to use computers more frequently. However, they found that approximately 50% of 7th and 11th graders reported never using the computer to write letters, stories or reports. Another 27% noted that they wrote with a computer less than once a week. With the current computer/student ratio at 1 computer for each 32 students in our schools (Fiske, 1988), it is apparent that computer time is a scarce commodity for most students. We can surmise that it is equally scare for the average resource room student. Fortunate, indeed, is the resource room with more than one computer to serve five students scheduled for an hour.

Teacher comfort with word processing is another important factor. Many teachers, for instance, are not typists. As a result, incorporating word processing to the curriculum takes a teacher's time and commitment. Many teachers consider it a risky business to involve students in activities in which the teacher is not proficient. Obviously, an institution's commitment to inserve to help teachers learn word processing could alleviate this factor.

A learning disabled student's growth with word processing can also be limited by a lack of awareness on the part of teachers and their supervisors as to just how valuable word processing might be in teaching students to write. Since word processing itself is a tool, not a method, one might first have a method for writing instruction. Word processing can be utilized with both process and exercise approaches, but influence the social milieu of the classroom (MacArthur, 1988a, 1988b).

Although little research shows that word processing improves student writing, many in regular and special education hail word processing as a boon to learning disabled students who, like Eddie, typically have learned at an early age that they cannot succeed as writers. Daiute (1985) identified the advantages of word processing as it can: (a) be easier on the fingers; (b) it be faster than a pencil; (c) lessen painstaking rewriting; not problems of left to right orientation are eliminated; (d) command the attention of the generally inattentive; and (e) facilitate legibility. Furthermore she noted that children view writing and revising with word processing as easier than with a pencil, even though studies generally do not show that children write or revise more if they use a word processor. Male (1988) sees word processing as a must in the education of disabled learners, and states ". . .The essential question. . .is, how can we use word processing to empower the learner, to stimulate language and cognitive development and reading skills as well as written language skills? . . .(p. 49)." Donald Graves (1983) observes that word processing can facilitate the publishing of children's writing in the classroom. Smith (1985) states that there is ". . . no easier way to get ideas into written language, to erase, revise, move things around, edit, store, recover. . . (p. 157)." He applauds word processing because students can check their spelling, have words suggested through the electronic thesaurus, and, perhaps most important, work together on the same piece at the same time. Writing thus becomes an interactive and social process.

Therefore, without empirical evidence to support its cause, but with the encouragement of many thoughtful professionals in the field of writing and special education, I would like to describe certain strategies I used during Eddie's year of word processing in the resource room. These strategies have evolved over the past five years, and I continue to shape them as student needs change.

**Starting Off**

I start off with the basics of word processing, and then introduce new tools as they are needed. My students first learn about the keyboard by using keyboarding software such as *Success with Typing* (Scholastic) or *Type to Learn* (Sunburst). Ten minutes of keyboarding drill and practice several times a week for a month usually gets them off to a good start. Thereafter I do not expect keyboarding perfection since the goal is to encourage student writing and not to develop perfect touch typists! I accept hunt and peck since to do otherwise would be the equivalent of demanding impeccable handwriting skills. Other important skills include the proper handling of disks, disk drivers, and the keyboard, as well as learning to save work on a file disk, and to retrieve work from a previous class. All this is taught through, student modeling, individually or in pairs, and my goal is that they develop independence as well as a sence of responsibility. My students seldom forget these procedures and, indeed, take pride in their ability to handle this awesome responsibility.

Some students prefer to compose on paper, and then transcribe what they have written with word processing. Other take notes to the computer and compose with word processing (Eddie's tactic). Others decide what they want to write when they sit before the computer. Still others will want to say their story and have it transcribed by the teacher or another student who is a good typist. These are all legitimate strategies that good writers employ; therefore, any should be acceptable, depending upon the student's preference, objectives, as well as the structure and resources of the resource room.

**Editing and Revising**

In process writing children learn to use several strategies for editing and revising. Reading the piece aloud to oneself to listen to the sense and sound of it is one method. Reading it aloud to a peer and asking for specific feedback is another. Still another is to read it aloud to the teacher during a conference. The teacher can then ask questions and make guiding statements, or the student can indicate where he/she needs help. When word processing is used, these strategies can occur right at the computer where all involved can read the piece from the monitor, and instant additions and deletions can be made.

I have found that my students like to print out their work regardless of its state of completion. These double-spaced printouts are also read and reread, crossed out and added to, and then taken to the computer to serve as a basis for the next day's writing. Composing, revising, and editing can easily occur almost simultaneously with word processing, rather than in carefully sequenced steps. This, I believe, is the writing process at its best.

**Spelling**

Spelling can be the bane of existence for many students. Even when they get their ideas down on paper the poor spelling can turn the writing into a puzzle. They have learned to be ashamed of this aspect of their writing. In Eddie's case poor spelling, coupled with handwriting difficulties, heightened his reluctance to write. Enter the spelling checker part of word processing.

My students use the spelling checker when a piece is nearly complete. The spelling checker highlights the words in the text that it does not have in its dictionary. It identifies genuine mispellings, some proper names and typographical errors. The student has a choice of leaving things the way they are, selecting the proper spelling for the intended word from the possibilities listed, or of typing in a correction. Unfortunately, we have not yet found a spell checker that differentiates between homonyms like "there, their, and they're." In the final editing I generally provide the correct spelling for words that the spelling checker will not highlight.

**Redundancies**

Many of my students write in a style that is replete with words like "and" or "then" connecting their run-on sentences. Somehow they don't often hear this redundancy when they read their writing aloud. The "FIND" or "SEARCH" feature of most word processors can be a helpful tool in tackling this problem by visually highlighting the overworked words. FIND will report the number of times any given word was used and highlight each occurrence of the word. After a mini-lesson on looking for overused words I can direct a student to FIND how many times a certain word was used, where it was used, and to consider alternative wordings. This activity is done nicely with paired students working independently at the computer.

**Writing Reports**

A great deal of report writing can take place in the resource room. Often classroom teachers assign topics for students to research weeks before the final report is due. This is an overwhelming task for many students who are learning disabled because it calls upon many skills which they typically lack, such as organizational and planning skills, and reading and writing. Report writing can be a successful experience for learning disabled students, as it was for Eddie and his friends, if they are given lead time, if they understand the teacher's expectations, if students work together, and if word processing is the tool of choice for writing.

In Eddie's case the classroom teacher gave his students an outline guide for the information he wished included in the reports on specific countries in South America. In the resource room we turned this outline into a series of questions. For instance, "Customs" became "What do the people wear? What do they eat? Do they have special holidays? How is a normal day the same or different than yours?" The questions gave meaning to the categories of information and provided greater direction to students as they sought information. This revised outline proved so helpful to the students that the teacher distributed it to *all* the students in Eddie's class.

Obtaining the information was another task. Since students' reading levels were not high enough to allow them to read reference material with ease, we photocopied and enlarged certain selections that were pertinent to the countries the students were studying. We then recorded the text and thus created read-alongs. Students read, listened, and participated in spontaneous discussions. They asked questions of their peers and teachers, and gained valuable comparative information about their countries.

The creation of a five-foot map of South American and the Caribbean islands was a highlight of this particular project, and provided ample opportunity for Eddie and his peers to share the information they were learning about their countries. The map was first enlarged by tracing one projected on the wall by an opaque projector. Eddie participated in the painstaking tracing, despite his poor fine-motor skills and a reluctance to hold a pencil in his hand. A lively conversation accompanied each tracing session. "What's Tierra Del Fuego? Hey, Brazil's so big! Look at the Amazon River. It goes up to Venzuela! Chile is so thin. Look how long the Andes Mountains are! Does your country produce oil, too?" After the map was properly traced, each country was cut out and retraced onto a large piece of painted plywood. The process of and constructing a salt and flour relief map provided the students with much learning and verbal interaction.

While the map was being created, students also were writing. They took notes on cards as they read, listened, and chatted with one another and with teachers. They kept each category of information on individual cards. Information was shared and compared. Since students rarely were gathering the same category of information at the same time, their talking aloud about what they were learning and writing kept the momentum and self-direction going. Each wrote a letter to the Embassy of his/her country, seeking pictures, brochures and other information. Eddie wrote a two line letter to my brother-in-law, a Stanford University professor and seasoned. Andes gold-mining consultant, and received a two page handwritten reply containing a real insider's view of the Andres. What a writer's model he had!

Most students added information to their word-processed report on a daily basis, using the format of their outline, and reading from the individual cards they had compiled. The same kind of talking was encouraged during this word processing as during the map-making and note-taking. Students talked as they wrote, questioned each other's information, and shared. Breaking the writing down into the small natural bits of the information note cards was helpful for this group. By the end each had written far more than ever before. Students become experts on their countries and not only read their final reports to classmates in the regular classroom, but also listened and questioned intelligently as other reported.

**Computers and Software**

My resource room boasts three computers on which my students can engage in word processing — two Apple IIe's and one IBM PC. We have gravitated to software that is essentially the same regardless of hardware brand. During the past year most word processing efforts were accomplished with either LogoWriter (LCSI) or the Bank Street Writer Plus (Brunderbund). LogoWriter allows students to program in Logo and to combine text and graphics in the final product. Bank Street Writer Plus is a more high-powered word processing program with a built-in spelling checker and thesaurus. Students move between different kinds of hardware and software with the greatest of ease and remember the software commands and features with little prompting.

**In Conclusion**

Unfortunately, there is little empirical evidence to support an argument that word processing in and of itself improves student writing (MacArthur, 1988; Vacc, 1987). Teachers who are currently using word processing with students will need to do the research to answer these questions: Do students write more? Do they write better pieces? Do they engage in more revision? Will they spend more time with their writing? What instructional strategies, combined with word processing, have the greatest potential to improve student writing skills? These are a few of the many questions that need to be answered as we seek justification for this costly innovation in our special education classrooms.

It appears that students who are learning disabled can benefit from incorporating word processing in their writing and learning experiences. But special educators need to provide empirical research to support this contention. Since the current movement in writing instruction is more process than product oriented it might be that ehtnographic research will better prove the argument than test-teach-test designs. As MacArthur (1988) has suggested, "Qualitative studies of the use of word processing in classroom settings indicate that the impact of computers on writing depends on the social and instructional context (p. 539)." Those special educators who are working with students and word processing need to be keen observers as well as astute reporters.

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## Literature Review

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Cawley, J.F., Fitzmaurice-Hayes, A.M., & Shaw, R.A. (1988). *Mathematics for the mildly handicapped: A guide to curriculum and instruction.* Boston: Allyn & Bacon. $31.50

The education of children and youth with mild handicapping conditions must include a strong math component to ensure that the many facets of mathematical applications that naturally occur in our daily lives are mastered as well as to ensure that mildly handicapped students have access to the regular math curriculum despite diverse service delivery options. For students with special learning needs, this implies that curriculum and instruction in math must play a vital role in the total educational program of the student and must be fully conceptualized in light of the experiences and cognitive abilities of the students.

Developed on the premise that mathematical content and the needs of mildly handicapped students can be "mutually enhancing", the text of Cawley, Fitzmaurice-Hayes, and Shaw provides a powerful and comprehensive analysis of curriculum and instruction in mathematics for mildly handicapped children. The authors discuss the acquisition of math concepts and skills as a cognitive activity requiring varying levels of information processing. Importantly, the acquisition of math concepts is researched as a natural process where children come to school having already acquired many math concepts and processes from everyday occurrences in their environment. As a result, children do not, according to the authors, have to master reading and writing in order to participate in higher-level math activities. Mildly handicapped students can acquire mathematics concepts through tasks that do not require reading and writing skills.

Integral to this text is an emphasis on problem solving, coupled with research on learning. Handicapped students can fully participate in all components of solving problems since math is presented as an opportunity to enhance cognitive processing, language development, reading applications, and decision-making. Through this concept-based approach to the teaching of math, problem solving takes a primary role and serves as the purpose for the development of computation skills.

An instructional component is presented by Drs. Cawley, Fitzmaurice-Hayes, and Shaw through a model that organizes and monitors interactions between the teacher, learner, and instructional materials. This model allows for much-needed diversity in the teaching/learning process in the math classroom. Combinations of interactive input/output in the learning situation are fully explained with sample activities and applications in each of the areas of math curriculum. This approach to math instruction requires active participation in learning and memory and provides opportunities for transfer and generalization. The classroom examples and instructional activities are based on cognitive theory and supported by empirical data.

The presented math curriculum (what, when, and how long to teach) is guided by a natural sequence of learning. Math curriculum is presented in space, relations, and figures; prenumber content; whole numbers; fractions; measurement; and problem-solving. In each area, the authors provide sequences of concepts, major goals of teaching to provide meaningful experiences, sample instructional activities, and input/output combination examples in accordance with the interactive unit.

Completing the comprehensive text is a chapter devoted to the assessment of mathematics for instruction and program development. In addition, a chapter on materials for the math classroom is provided.

This text presents a challenge to both regular and special educators. The teaching of math as a natural process that complements the needs and learning characteristics of mildly handicapped students opens the door to provide diverse curriculum sequencing and instructional variances to students who have traditionally experienced difficulties in the math classroom.

With the many sample problems and teaching activities that the authors elaborate, the text is a vital tool for both practicing and prospective teachers. It offers a model of curriculum and instruction that varies markedly from those dominated by calculations, rote memory drills, and avoidance of the very core of problem solving. *Mathematics for the Mildly Handicapped* offers a comprehensive guide to successful mathematics programming for mildly handicapped students from all backgrounds and should, not only become required reading, but be implemented for effective practice with mildly handicapped students in all classrooms.

## Help Wanted:

*The Forum* is looking for someone to serve as an Assistant Editor for Professional News. Interested parties should contact the editors.

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Send to:
Drs. Catharine J. Reynolds/Spencer J. Salend
SUNY/The College at New Paltz
307 Old Main Building
New Paltz, New York 12561

# Mini-Grant Proposal Form

**Guidelines:**
1. Awards of $300.00 (1-3 to be given) for the 89-90 school year.
2. State your objectives based on CEC Priority Guidelines listed below.
3. Deadline for receipt of proposal is May 15, 1989.
4. Final report to be presented to Executive Committee for possible inclusion in the *"FORUM"* or as a presentation at CEC Annual Convention. Report should follow APA Guidelines.
5. If additional space is needed, attach another page.

**Eligibility Criteria:** CEC member, student or regular.

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Regular Member ________ Student Member ________ *(Check one)*

Job Title ______________ Name of School ______________

Project Title: ______________________________

Statement of Need: ______________________________

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Purpose (Objectives):
1. Develop and promote CEC Professional Standards;
2. Extend access to special education;
3. Improve the quality of instruction; and
4. Improve the effectiveness of the Council for Exceptional Children

______________________________

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Activities (Procedures): ______________________________

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______________________________

Evaluation: ______________________________

______________________________

______________________________

Budget (Expenses): ______________________________

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N.Y.S.-CEC Visibility Plan: How will N.Y.S.-CEC be promoted as a result of this project?

______________________________

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Please include letters of support with this application, at least two (2). Please return this form to:
Dr. Lyle C. Lehman
44 Westview Crescent
Geneso, N.Y. 14454

# News From Albany

### State Funding Appropriated for Early Childhood Direction Center Network

A 1.5 million dollar appropriation has been made in the 1988-89 State budget for the continuation of the Early Childhood Direction Center (ECDC) network and the establishment of an additional ECDC on Staten Island. A competitive Request for Proposal will soon be disseminated to Staten Island agencies who may wish to submit proposals for the new center. This network of fourteen regional centers is coordinated by the Office for Education of Children with Handicapping Conditions, Division of Program Development. These centers are located in local education agencies, private agencies and hospitals and are designed to assist parents and professionals in matching the individual needs of young children with handicapping conditions, birth to age five, to services within their region.

Professional staff provide information relating to various aspects of the child's individual needs such as preschool and parent programs, transportation, medical, educational and social services, and petitioning Family Court. In many cases more direct assistance may be required. Direction Center staff then make referrals to agencies providing direct services and actively assist in all phases of arranging for programming for the child. Once an initial match to services has been made, systematic follow-up is conducted to ensure that existing services are responsive to the changing needs of child and family. Follow-up continues until the child reaches age five and is eligible for public school. Formal referral arrangements with Regional Perinatal Centers throughout the State, initiated by the Direction Center staff, have enabled the network to match young children with handicapping conditions to needed services at the earliest possible time in their development.

Upon parental consent, the Direction Centers also report children believed to have an educationally handicapping condition to local Committees on Special Education (CSE) to assist school districts in keeping accurate census records and planning for programs. In addition, project staff have developed formal referral agreements with the Special Education Training and Resource Centers (SETRCs). This provides an opportunity for parents and professionals to participate in training sessions on such topics as child development, skill acquisition and managing children at home and at school. This maximizes the use of federal funds the Department has available for preschool children with handicapping conditions.

For further information about Early Childhood Direction Centers and their locations, please contact the Division of Program Development at (518) 474-5804.

### Consultant Teacher Services

On May 2, 1988, Chapter 53 of the Laws of 1988 was enacted which allows school districts to provide direct and indirect teacher consultant services to students with handicapping conditions enrolled full-time in a regular education program. Such services would be recommended by the Committee on Special Education (CSE) as part of the student's individualized education program (IEP) in accordance with full due process procedures. Consulting teacher services would be provided by individuals who are certified in the area of special education.

Direct services are those services provided by a certified special education teacher to a pupil with a handicapping condition in an individual or small group setting within the regular program. Indirect services mean consultation provided to regular class teachers, to assist them in adjusting the learning environment and modifying instructional practices to meet the needs of such pupils in the regular program.

Proposed amendments to the Part 200 Regulations of the Commissioner will be submitted to the Board of Regents for discussion at their June 1988 meeting. It is anticipated that they will be acted upon at the July 1988 meeting to be effective September 16, 1988. More information regarding the consultant teacher service will be disseminated to the field following the approval of these regulations.

### Residential Placement System (RPS)

The Residential Placement System (RPS) has been developed to assist school districts in securing appropriate residential programs for children with handicapping conditions who, pursuant to Article 89, are recommended for residential placement beginning with the 1988-89 school year. RPS will also assist residential providers in their planning by identifying the unmet needs of the residential population.

The Office for Education of Children with Handicapping Conditions has conducted site visits at each of the approved in-state private schools and Special Act school districts to collect residential school information. This information will be disseminated to Committees on Special Education and be entered into RPS. Training was also provided to Districts in each of the State Education Department Planning and Development Regions during March on the new procedure. RPS will enable the district to obtain information concerning impending vacancies in appropriate residential programs, when a recommendation for residential placement is made. A list of appropriate in-state vacancies is provided to the CSE to facilitate the application process. If there are no in-state vacancies, RPS will match appropriate students to the Children's Residential Project (CRP) programs and provide a list of appropriate vacancies in out-of-state schools with which New York State contracts. A separate application for CRP programs will no longer be required.

The Residential Placement System will become effective June 1, 1988. This means that a CSE referring any student for initial placement in a residential program on or after June 1, 1988, must follow the modified approval procedures for a residential placement. To assist in the implementation of this system, districts have been requested to submit a copy of the Student Information Form (OECH-002) for all children currently in residential placements, both in-state and out-of-state, with the STAC-2 Reapplication Forms.

For further information regarding the Residential Placement System, please contact the Office for Education of Children with Handicapping Conditions at (518) 474-2251.

## New York State CEC Convention

**"EXCEPTIONALLY SPEAKING. . ."**

**Keynote Address**

Two nationally known speakers will be featured keynoters for the 1988 New York State Convention. Dr. Stan Deno will present "Learner Responsive Instruction" on Friday, November 4th. Dr. Deno brings a wealth of knowledge regarding curriculum-based instruction and data-based programming to the convention. On Saturday, November 5th, Dr. Tom Skrtic will present "The Necessary Reorganization of Special Education and Our School." Dr. Skrtic is an expert on the futures of special education.

**Convention Workshops**

Convention participants can choose from over fifty different workshops! Abstracts of these workshops, as well as the convention and hotel reservation forms are included in the program and registration packet. If you have not received your packet, please contact Barbara Mallette at either of the telephone numbers below.

**Group Rates**

Group rates are available for groups of ten or more people from the same agency. For more information regarding group rates, please contact Barbara Mallette at (716) 673-3204 or (716) 595-2641.

**Flight Savings**

USAir is offering reduced air fares to the New York State CEC Convention! Save 40% off the full coach fare on round trip tickets to Buffalo. In order to take advantage of this special discount, tickets must be purchased by October 7th. To make reservations or obtain fare/flight information, please contact your local USAir Reservation/Information Office or travel agency. Convention attendees must refer to the special fare for New York State CEC — USAir Shell Code QE875K.

**The Hyatt Regency Hotel**

The Hyatt Regency Hotel is located in downtown Buffalo at the Convention Center. The Hyatt is joined by an enclosed walkway to the Buffalo Convention Center and is adjacent to the pedestrian shopping mall and rapid transit system. Both formal and informal restaurants are available within the hotel complex. Leisure facilities include a scenic rooftop health club with indoor swimming pool, whirlpool, sauna, and Jacuzzi. The Hyatt offers close access to area theatres and to Niagara Falls.

## 1988 — Call For Award Nominations

THE NEW YORK STATE COUNCIL FOR EXCEPTIONAL CHILDREN AWARDS COMMITTEE is interested in receiving recommendations for recipients of the following special awards:

NYSCEC SERVICE AWARD—Candidates for the Service Award shall have demonstrated a long term commitment toward furthering the work of NYS-CEC. His/her contributions to the organization shall have been of a distinguishing nature which sets him/her apart from others in the organization.

NYS-CEC FRIEND OF SPECIAL EDUCATION—Candidates for this award shall have proven through their actions a sincere desire to further the advancement of handicapped individuals.

NYS-CEC LEGISLATOR OF THE YEAR — Candidates for this award shall have proven themselves to be advocates of special education. They shall have demonstrated through their legislative record an ongoing interest in and support of concerns of handicapped individuals.

NYS-CEC OUTSTANDING RETIREE — Candidates shall have made an exceptional contribution during his/her career to the field of special education. Candidates shall have retired at the end of the 1986-87 school year.

NYS-CEC OUTSTANDING TEACHER — Candidates shall have made an outstanding contribution to his/her children in the classroom.

One award shall be presented in each category. Awards shall be presented at the State Convention in November 1988. Nominations should include the award title for which the nomination is being made, candidate's name, address, telephone number, chapter number, qualifications and rationale for his/her nomination. We urge you to make the nominations detailed enough to give a clear description of the candidate and his/her merits. The name, address, telephone number of the person making the nomination should also be included.

Mail all nominations to:
Thomas P. Assenza
*Past President*
40 E. Depew Avenue
Buffalo, NY 14214

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CEC membership applications can be secured from *Regional Representatives*.

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# President's Message

The 1988 annual convention held November 4-5 in Buffalo was attended by approximately 600 professionals in special education from across New York State. A survey of evaluation forms completed for each individual session indicated those who attended were pleased and enthusiastic with the excellent quality of the presentations. This was the largest attendance for our convention in the last six years even though it was the first convention in several years in which we did not participate in a consortium arrangement with two other professional special education organizations.

The outstanding work one by Co-Chairs President-Elect Barbara Mallette and Douglas Lloyd insured the success of the convention. Regional representative Sharon Cramer did a superb job coordinating registration procedures through the Center for Development of Human Services at the State University of Buffalo Conference Registration System. This registration system allowed individuals to pre-register for specific sessions and provided presenters with a list of pre-registered individuals attending their sessions. There is a good possibility that we can continue to use the Conference Registration System for future conventions. All members of the Convention Planning Committees and the volunteers who helped with registration deserve commendation.

An Ad Hoc Committee has been established to develop job specifications and funding proposals for a part-time Executive Secretary. The committee will have their initial meeting on February 4, 1989 and will give a preliminary report the Executive Committee at their March meeting. I strongly urge any CEC member who has ideas, suggestions, or background information pertinent to job specifications or financing an Executive Secretary position to send that information to me in the next several weeks.

I will present names for membership on the following standing committees (auditing, constitution and bylaws, convention, divisions and affiliations, legislation, membership, nominations and elections, awards, and publications) at the March meeting of the Executive Committee. If you would be willing to serve on these committees please notify me by February 17th.

There is a continuing need to assess the role of Regional Representatives and Divisional Representatives on the Executive Committe of the Federation. In addition to liaison with local chapters and division affiliates we need to explore whether these representatives could form the core of our standing committee and assume responsibility for development of position papers for the Federation.

An election for Vice President and Regional Representative of our Federation will be conducted in May. A call for nominations is included in this issue of *THE FORUM.* You can enhance your professional experience by getting involved with the many activities of the Federation. Please carefully consider having you name placed in nomination for the ofice of Vice President or Regional Representative.

I will be asking the Constitution and By-laws Committee to consider changes in the Constitution which will make it easier and more feasible to stay in compliance with our Constitution and to alleviate the intolerable burden placed on our President-Elect and Vice President under our current constitution.

The New York State Federation Council for Exceptional Children is in a critical period of evaluation and change. Input from professional members from across the state is essential to insure that any changes in organization or operational procedures will enhance the work of the Federation to better serve individuals with handicapping conditions in New York State.

Dr. Lyle C. Lehman
*President*

# VIEWPOINT

We would like to thank those who responded to our survey. The results indicate that readers are particulary interested in articles concerning assessment and placement of handicapped children, curriculum materials, preschool programming, and consultation betwen regular, special and related services staff. Other areas of concern include secondary programming transition to and maintenance in the workplace, technology, the integration of related services into the school program, residential programs, program evaluation, and post secondary programs in special education.

We would encourage readers to submit manuscripts for review on these topics. Field-based observations and studies of programs, instructional strategies and curriculum materials which are effective are needed for "Teacher Center". Additionally, announcements of conferences, awards or university programs are welcomed for "Professional News". Dr. Linda Brent will be the editor for "Professional News". Please send all submissions to her at University of Rochester, GSEHD Lattimor 517, Rochester, New York 14627.

Our Editional Advisory Board is quickly becoming over worked with the increasing number of manuscripts we are receiving. Consequently, we will be expanding the board and encourage those interested in serving to send the co-editors a letter of interest outlining their professional experience and areas of expertise.

Finally, we are announcing a new policy regarding subscriptions to *The Forum*. All members of the New York State Federation of Chapters of the Council for Exceptional Children receive the journal as part of their dues. However, non-members or institutions interested in receiving *The Forum* must remit $15 per year. Libraries interested in subscribing to *The Forum* will also receive all available past issues. In order to begin a subscription a check for $15 payable to NYSFCCEC and a mailing address should be sent to the co-editors.

Catharine J. Reynolds
Spencer J. Salend
*Co-Editors*

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## Manuscript Submission

It is the policy of the editors of *The Forum* to encourage manuscripts from the field. Those interested in submitting articles for publication should consider the following:

1. All manuscripts must be typed double spaced on 8½ x 11 inch paper
2. Manuscript should conform for style of presentation to the *Publication Manual of the American Psychological Association* (third edition).
3. Three copies of the manuscript should be sent to:
   Catharine J. Reynolds
   Spencer J. Salend
   Co-Editors, *The Forum*
   SUNY/The College at New Paltz
   307 Old Main Building
   New Paltz, New York 12561

Authors will be notified upon receipt of the manuscript. Manuscripts will be reviewed by field reviewers in terms of appropriateness for the journal, significance of content, writing style, and relevance to readers.

# Principles for Preparing Youths with Disabilities for the Transition from School to Work

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Too, often, when the words "disabled" and "employment" are used in the same context, negatives attitudes and misperceptions are common. The belief held by the general public as well as by professionals in education and its related fields is that people with disabilities, especially those who have severe intellectual impairments, cannot contribute in a meaningful way to the workforce. While this belief is widespread, it is simply not true. Persons with disabilities who receive appropriate training and employment related support services can become excellent employees and productive members of society.

This paper is an overview of the transition from school to work by youths with severe disabilities. Broad concerns and issues related to the transition to work are raised, and general guidelines to assist teachers in addressing these concerns are offered. In addition, the role of the special education teacher, one of the key individuals in the transition process, is discussed.

### What is a "Severe Disability"?

Several definitions have been put forth to help clarify the term "severe disability". The definition developed by the University of Connecticut's University of Affiliated Program (Powell et al., 1985) combines the most salient points of the currently accepted definitions and offers a functional, lifelong perspective regarding persons with severe disabilities or severe handicaps.

Students with severe handicaps are those students who function intellectually in the lowest 1% of a school-age population (IQ 50 or below) and may have been diagnosed as autistic, psychotic, moderately/severely/profoundly retarded, trainable level retarded, physically handicapped, multiply handicapped and/or deaf-blind. Such students have specific needs that go beyond regular and special education services. These students require lifelong training, intensive therapies, and services to strengthen the impact of education, adaptive equipment and barrier-free environments, functional life-skill curricula, specific generalization instruction and frequent interactions with nonhandicapped persons (p. 8).

This is a appropriate definition because it identifies a variety of diagnoses which may be concommitantly associated with cognitive impairment, while highlighting some of the different needs of these individuals. In delineating these needs, the authors have provided us with a operational definition.

### Reducing Barriers to Employment

It has become increasingly evident through outcome data reported from demonstration projects that people with severe disabilities can work in integrated employment environments (Kiernan, McGaughey, & Schalock, 1988; Mosely, 1988; Wehman, 1986; Wheeler, Bates, Marshall, & Miller, 1988). However, despite research showing that job skills can be learned and employment attained, unemployment figures for persons with disabilities remain intolerably high. It is clear that the distressing fact that between 50% and 75% of persons with disabilities are unemployed (U.S. Commission on Civil Rights, 1983) because of weaknesses within educational and adult service agencies and inadequate legislation, rather than to deficits on the part of individuals with disabilities. Therefore, if these individuals are to make a successful transition from school to work, professionals in the field must focus their attention and energies to restructure programming and service delivery.

Recently enacted Federal legislative changes have reduced several of the barriers to employment by: (a) authorizing funding of extended employment-related support service; (b) eliminating major wage payment barriers in supported employment; and (c) providing income support and health protection for persons with disabilities who work and have earnings above the Gainful Activity point. At the State level, New York has also taken major strides to promote employment for persons with disabilities. Through State legislative initiatives (e.g., Flynn Act of 1974) and the implementation of Federal mandates (e.g., Rehabilitation Act of 1973), New York has made equal opportunity in employment for individuals with disabilities a priority (Senate Select Committee on the Disabled, 1986). However, the Select Committee has found that "while the mechanisms to ensure equal opportunity in employment do exisit, the grass roots application of intent does not currently meet the needs of the disabled workforce" (p. 2).

### The Teacher's Role in the Transition Process

How can educators facilitate the transition to work for youths with severe disabilities to ensure equal opportunity and increased participation in the competitive job market? School programs are in need of major changes, beginning with the role of the teacher, especially at the secondary level.

The teacher's responsibilities should be broadened to include orchestration of the entire transition process, with job placement as the ultimate goal. Every student's Individual Education Program (IEP) should include an Individual Transition Plan (ITP). Ideally, a transdiciplinary team approach, by which professionals from a variety of disciplines contribute to the ITP through assessment, planning, implementation, and ongoing consultation will enable teachers to provide students with comprehensive and effective transition programming. Special education teachers should consult with professionals from several related fields (i.e., social work, psychology, speech pathology, vocational rehabilitation, and vocational education) working in concert so that a successful transdisciplinary program can be achieved, and that already overburdened special education teachers will be able to implement ITP's.

### Major Components of Transition Programs

There are five major components that teachers should oversee and coordinate in the transition process, including: (1) vocational assessment; (2) job development; (3) curriculum planning; (4) family involvement and support; and (5) interagency collaboration. At different stages in the development and implementation of the student's ITP, transdisciplinary programming necessitates the input of a variety of professionals. While one person may take on a leadership role during a particular stage (e.g., the vocational rehabilitation specialist will contribute heavily in job development), each member of the team provides vital information and assistance to the teacher. Each of these five components is discussed in this section.

### Vocational Assessment

Assessment plays a critical role in vocational programming by providing valuable information upon which job training and placement decisions may be based. There are virtually as many definitions of "vocational assessment" as there are experts in the field. Basically, vocational assessment is a comprehensive process involving an interdisciplinary team, with the purpose of identifying individual characteristics, and education, training and placement needs (Dahl, 1978), that provides educators with the basis for planning an individualized program.

Vocational assessment of students with severe disabilities is one of the most challenging tasks in transition programming. The traditional methods which are appropriate for evaluating high-level students are not valid when applied to individuals with severe disabilities. A major disadvantage to traditional assessment techniques is that they serve to confirm deficits in ability that have already been identified rather than to focus on actual abilities, and therein project false negatives regarding student potential. Such approaches tend to screen individuals out of vocational training programs and therefore limit their opportunities for employment.

Vocational rehabilitation counselors, in cooperation with special educators, need to consider redesigning the process of vocational assessment for use with students with severe handicaps. The objectives of the assessment process for these students should be three-fold to determine: (1) attainable vocational goals; (2) specific skills and behaviors needed by the student in reaching these goals; and (3) the most effective instructional methods to develop these skills and behaviors (Berkell, 1987).

Both student-centered and work-related assessment data are necessary to match students to particular jobs. In other words, the evaluator should collect information not only about student preferences, abilities, and behaviors, but also about the work environment, demands of the job, and behavior characteristics required of workers on the job. The most useful assessment methods for making training and placement decisions for students with severe handicaps are job analysis and on-the-job evaluation. Work samples may also be used systematically in simulated work environments when it is not feasible to conduct preliminary testing at a jobsite.

Job analysis is the systematic study of an occupation in terms of what the worker does in relation to data, people, and things; the methodology and techniques employed; the machines, tools, equipment, and work aids used; the materials, products, subject matter or services that result; and the traits required of the worker (McCray, 1982). Sometimes referred to as an ecological inventory of the worksite, a thorough job analysis provides much instructionally relevant information and is necessary for curriculum development and program planning.

On-the-job evaluation is the most realistic, work-oriented method for assessing individuals with severe disabilities. Due to the limited ability of these individuals to generalize (Koegel, Egel, & Dunlap, 1980), or transfer skills from one situation to another, artificial evaluations conducted in non-work settings, such as classrooms, cannot be valid predictors of succes or failure at actual worksites. On-the-job assessment makes no assumptions regarding skill generalization across settings and is therefore well-suited to the learning and behavioral characteristics of this population.

Work samples are another type of assessment tool that may be used with students with severe disabilities, although they are not as valid a predictor of vocational protential as on-the-job assessments. A work sample is a simulated task or work activity designed to test the student's use of materials and tools to do tasks that are similar to those in an actual job (Brolin, 1982). They should be used only when assessment of certain skills is not possible prior to placement at a worksite, and results should be interpreted with caution. This is because work samples fail to take into account variables such as social skills, generalization ability, personal hygiene, self-help skills, or physical barriers at the worksite.

### Job Development

Job development involves matching individuals' interests and capabilities to the requirements of specific full- or part-time competitive community jobs (Johnson, Warrington, Melberg, 1989). In selecting job training sites and first job placements, the availability of alternatives in the community, student preference, and student characteristics should be considered.

An analysis of labor market conditions in the local community is the first step in the job development process. Followed by contact with business and industry representatives in personnel and/or management positions, labor market surveys can substantially increase the likelihood of identifying appropriate job placements.

Once job sites have been located and employer approval granted, it is necessary to conduct a job analysis, to determine the requirements of the job and to examine the physical and social characteritics of the work environment. An ecological inventory involves a visit to the jobsite, during which specific job tasks at the site are identified and task analyzed or broken down into thesir component steps. These task analyses are critical tools for assessment as well as for future training.

Job placement has traditionally been viewed as an event and not a process (Vandergoot, Jacobsen, & Worrall, 1979). In recent years, however, special education and rehabilitation programs have begun to concentrate their energies on cooperatively developing a wider array of pre- and post-placement services and broadening placement options for persons with disabilities. Even more recently, these efforts have been extended to include persons with severe handicaps.

While it is imperative that placement approaches focus on students' preferences and abilities, attention should also be given to employers' needs and business objectives. Vocational training of persons with disabilities is probably not a priority goal of most businesses. Employers should be sold this concept by what's in it for them, as well as for the worker with a disability. Through demonstrated sensitivity to employers' concerns, job developers will be able to place more students in a wider variety of positions.

### Curriculum Planning

Curriculum is an essential organizing tool comprising the total content of instruction and providing an overall structure that provides continuity, sequenced challenges and meaningful learning that meets the needs of both students and society (Bigge, 1988). The Individual Transition Plan (ITP), a crucial component of the transition process for each student, should be firmly rooted in a broadbased vocational curriculum, while at the same time tailored to specific individual needs of the learner. To accomplish ITP development requires that teachers have expertise in curriculum developing, individual program planning, vocational training, special education methods, assessment techniques, and several other related fields.

For most educators, it simply is not possible to be expert at all these things. Can a teacher prepare the vocational training curriculum, plan and implement ITP's for every student on the class roster, conduct vocational assessments, establish and analyze job training sites, counsel students and parents regarding employment opportunities, work cooperatively with representatives from a variety of adult service delivery agencies, and still have sufficient time or energy remaining to satisfactorily complete responsibilities for the rest of a full school program? I think not. This is why vocational training programs for students with severe disabilities must be integrated into the ongoing curriculum, and require a transdisciplinary team approach.

### Elementary School

Curriculum development for career planning leading to the transition to work should begin at the elementary level and continue throughout the school career. At the elementary level, teachers can introduce basic work attitudes and concepts. Completion of classroom and home chores can contribute to a sense of job satisfaction and self-worth in young children.

Concepts such as work, money, and supervisory relationships also may be introduced during the early years, with a progression to more complex concepts and assignments as the child matures. Through an awareness of the awards attainable through hard work, the foundation for a positive work ethic can be built.

### Middle School

During middle school years, additional exposure to vocational tasks is possible. While the development of habits and skills is taught mostly in the classroom, community trips may be included in the program so that students may observe workers at a variety of sites. Trips to worksites provide exposure to different types of jobs, enabling students to begin to develop special interest areas.

At this stage, attention should be focused on developing general work habits, competence in personal grooming, and appropriate task-related behavior (Berkell, 1988). Basic work behaviors, initially introduced at the elementary level, should receive heavier emphasis and be allotted more training time during the middle school years.

### Secondary School.

Vocational experiences during high school are best provided primarily at community-based jobsites. Every student should have the opportunity to work at a variety of sites, experiencing different types of jobs for career exploration. While concurrent instruction in related skills and behaviors can be provided in school, work training in actual job situations should constitute the major portion of the program. Whatever school-based instruction is provided should complement instruction at community worksites

### Family Involvement and Support

The possibility that a child with a severe handicap might be able to work in a real job, and receive real pay, may reawaken parental hopes and aspirations which may have been long buried or discarded. This new possibility may loom as both a promise and a threat to parents of youths with severe disabilities. The hope that their child will find a place among nonhandicapped people is often offset by the fear that the student will be isolated and rejected in the work setting. This fear can create ambivalent feelings, leaving parents and other family members anxious about vocational training and employment opportunities.

Planning for the future also raises questions such as: When my child becomes 21 years old and is no longer in a school program with supportive work settings, will he/she be able to work unaided in a competitive job? How will transportation to and from the job be managed? What effect will earned income have on Social Security and Medicaid benefits? Although many questions still remain unanswered, families need to be assisted in dealing with these concerns.

Parents of children with severe disabilities can assume one of three roles in the transition process: facilitator, nonparticipant, or obstructor (McNair & Rusch, 1987). Facilitators contribute to the transition process as integral team members. Nonparticipating parents tend to be uninvolved during the training stages of the transition process, frequently have difficulty providing the necessary support to students at the time of graduation from school, and may be unmotivated to work with adult service agencies. Obstructors, or difficult parents, often choose outcomes other than those recommended by the transition team, such as sheltered workshop or day treatment programs, owing to philosophical differences, stress associated with the transition to work, or any number of factors. In order to facilitate a successful transition from school to work, special educators, with the assistance of vocational counselors and social workers, should work closely with parents bringing them into the transition process as active participants and facilitators.

Observation at worksites is crucial to parents' understanding of their child's capabilities and potential, and often alleviates fears regarding social isolation. In addition, it is most helpful for the teacher to arrange and be present at meetings between parents and representatives of adult service agencies. This enables families to disengage themselves from the educational system and to connect with appropriate service providers as their children enter adulthood.

### Interagency Collaboration

The key to successful transition programming for students with severe disabilities lies in the cooperative involvement of school and community personnel who can plan, execute, and evaluate vocational training programs, and provide the necessary placement and follow up services. Special education teachers must accept the responsibility for reaching out and working with others in this endeavor.

A transition team is composed of professionals within a local community who provide services to individuals with disabilities (McCarthy, Everson, Barcus, & Moon, 1986). The team should have representatives from special education, vocational rehabilitation, and the Office of Mental Retardation and Developmental Disabilities. Additional related school personnel and the student's parents should also be encouraged to participate on this team.

The transition team's goals should focus on: (1) developing an ITP with long-range goals and short-term objectives, which includes strategies and procedures for reaching these goals and evaluating progress; (2) identifying a job for the student which may be continued following graduation; and (3) providing employment-related support services as needed after graduation. Through frequent contact and meetings interagency collaboration can be accomplished, reducing fragmentation and duplication in service delivery, and leading to supported/competitive employment for individuals with severe disabilities.

### Summary

Students with severe disabilities need to be prepared for the transition from school to work through a combination of school-based and community-based experiences. This preparation should begin at the elementary school level and progress through high school, increasing the amount of time engaged in community-based vocational training as students become more mature.

Responsibility for the coordination of the transition process should be assumed by the special education teacher who has knowledge of techniques and training in individualized planning. In order for youths with severe disabilities to make a successful transition from school to work, special educators must focus their attention toward restructing school programming, especially at the secondary level. They must orchestrate this multi-faceted process bringing together a transdisciplinary team comprised of school and community personnel who will work together, with the teacher as administrator, to facilitate a smooth transition to employment for their students.

The participation of parents and family members is crucial as youths are taught job skills and related work behaviors. Most important is the establishment of a working relationship between parents and representatives of adult service agencies so that these individuals can continue to work in partnership following graduation.

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# Head Injured Students in the Public Schools: A Model Program

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## Rationale of the Program

Head injured children are subject to cognitive and personality changes which seriously complicate the return to school and interfere with their classroom functioning. Residual impairments may pervade school life, thus requiring a special education placement. In some types of head injuries, overall intellectual functioning is likely to decline, and psychiatric problems may develop (Rutter, Chadwick, & Shaffer, 1983). Head injured children may exhibit problematic behaviors such as overactivity, destructiveness, and socially uninhibited behavior which put them at high risk for school failure (McGuire & Rothenberg, 1986).

In recent years, two trends have converged to focus attention on the education of head injured students. The first is the legal progress which protects the rights of persons with handicapping conditions, especially implementation of the zero reject concept which implies that handicapped children may not be excluded from public education. A second trend includes various medical advances in emergency medicine and coma management which have increased the chances of surviving a head injury, particularly a traumatic brain injury.

Head injury refers to "conclusive medical or clinical evidence of tissue damage and resulting behavioral deviation" (Gaddes, 1985, p. 10). This includes craniocerebral trauma (falls, motor vehicle accidents, penetrating injuries) and non-traumatic injuries (strokes, tumors, certain illnesses) which result in brain lesions.

The currently available classroom placements have not delivered truly adequate services, though the services may be "appropriate" in the sense stipulated by education law. This is difficult to document, since head injury is not a recognized category of exceptionality, and the state education agencies are not responsible for locating or counting the head injured as such (State Education Department, 1988).

Head injured children are often overlooked and poorly understood as a distinct group. Past placement efforts can be grouped into three categories, each with important shortcomings. The first type of placement, in relatively restricted settings such as inpatient programs, provides limited opportunities for functional integration. A second type, in special classes, may be based on classification with an apparently similar group, while underestimating the unique effects of head injury. In the third type of placement, the student may be returned to a regular class with insufficient preparation for the student or receiving teacher.

At present, the predominant arrangement appears to be placement with students of apparently similar needs. For all handicapped children, needs are defined by the Part 200 of the New York State Regulations as academic or educational achievement and learning characteristics, social development, physical development, and management needs. In practice, this means that if behavior is inappropriate, it might justify placement with emotionally disturbed children whose behaviors have psychodynamic origins, whereas the head injured student's behavior might be neuropsychologically mediated. In another situation, if a child has spinal injuries, he or she might be enrolled in a class for multiply handicapped. In a third case, with certain patterns of cognitive functioning, a student might be classified as learning disabled. It can be argued that such placements are the best possible, or the most appropriate. They may well be, in some cases. Yet these students plainly differ from those with congenital or hereditary impairments and disabilities. A school placement that fails to acknowledge a student's injured status both explicitly and programmatically might not be optimal and could actually have adverse consequences.

Head injured students have certain needs which are easily overlooked. Among these are:

1) Some students are in a period of spontaneous recovery, continuing long after school placement, and resulting in cognitive and behavioral changes. Of course, other students' conditions might deteriorate.

2) Deficits in head injury are acquired, a fact which may distinguish these children psychologically from handicapped peers with other etiologies.

3) Disability may be denied for psychological reasons, or the function of self-awareness may itself be damaged (Prigatano, 1988). In some cases, a normal appearance may mask serious difficulties. Recognizing and understanding newly acquired disabilities may

play a role in recovery.

4) The risk of psychiatric disorder after brain injury is high (and multifactored), and the risk may increase over time (Rutter, 1981).

5) Cognitive deficits may not occur in a logical or hierarchical developmental sequence. Thus, traditional remediation may not suffice. Further, some deficits may be rarely seen in other handicapping conditions.

To summarize, head injured students are a growing population which has not been well-served by the current system. They commonly exhibit behaviors which are associated with school failure. Though a heterogeneous group, their unique situation may constitute the basis for a category of handicapping condition that explicitly recognizes their special circumstances.

## Description of the Program

To improve the education of students with head injuries, we have established a small Head Injury Program for elementary and junior high school children. The program forms one of the dozen special education classes at the College Learning Laboratory/Campus West School. It is located on the campus of the State University College at Buffalo, which serves over 800 students from preschool through the eighth grade. The school's size and diversity have been assets in providing for a range of programming options. The class serves six children, with one teacher and one aide.

In several senses, The Head Injury Program can be described as transitional. First, we recognize that the disorders the student presents are acquired. Although changed, and probably permanently, the individual's pre-injury status is important in interpreting the current condition and in planning. Second, quite apart from normal developmental processes, the student continues to be in a period of change. Further changes can be expected in neurologic, cognitive and psychological status, among others. He or she might, for example, be recovering from a traumatic brain injury or a stroke. On the other hand, there might be adjustment reactions to the injuries. Third, a flexible approach to programming permits the teacher to respond to these changes. For example, it might be desirable to change the degree of integration or structure. Fourth, the class is not intended to be a terminal placement. We hope to facilitate eventual placement in another setting, either within our school or in the originating district. Last year, two students returned to their own school systems and are reportedly doing well.

Who is suited for this kind of program? There are a number of factors to consider. One index which can help to select students is their phase of recovery (Szekeres, Ylvisaker, & Holland, 1985). While the concept derives from traumatic brain injury, it has proven useful also with non-traumatic injuries. Phase of recovery is impressionistic and refers to a broad level of cognitive functioning, rather than the time since injury. Interventions in the early and middle phases are implemented in medical or rehabilitation settings. In the late phase, "the focus is on increasing independence and adaptability of the patient by withdrawing environmental supports, training functional-integrative skills in progressively more natural settings, and equipping patients to compensate for residual impairments" (Szekeres et al., 1985, p. 227). The school can be an excellent place for students in this phase, not only to continue the recovery but to further it. School becomes part of the recovery.

Besides students in the last phase of recovery, experience with other groups is suggestive. One group includes individuals with "focal" injuries, i.e., tissue damage is limited to one area. For example, a student with right homonymous hemianopsia caused by a fall completed a highly successful year in the program and is continuing in a new setting. Another possible group includes those with minor or mild injuries (Binder, 1986). These students might benefit from a short-term placement and observation by head injury professionals.

Having medically complex conditions, the students in the program tend to receive more related services than other classified children. There is an effort to delay these important services until later in the morning, in order that the children may participate in small group instruction. The significance of instruction goes beyond acquiring traditional skills and knowledge. Instructional groups and interactions create a contect for affective and social skills learning. For example, self-esteem and attitudes can be strongly influenced by positive experiences in the course of instruction.

The program has other components which follow directly from the nature of head injury. Each morning, we meet as a "community" discussion group for about a quarter of an hour. The purpose is to maintain the smooth operation of the program (Prigatano, 1986). Topics vary from schedule changes to problems between students. Students also are encouraged to raise their own topics and to interact appropriately, for example, by making eye contact, staying on the topic, and asking relevant questions.

A head injury discussion group meets twice a week for 45 minutes. Students usually have a poor understanding of their injury and its effects. The range is from unawareness, to superficial knowledge, to bizarre ideas, or total denial. A lack of self-knowledge is likely to have profoundly negative consequences, especially ostracism and isolation. One of the most serious problems is a tendency to overreact angrily in many circumstances. The discussion group has moderated this behavior, and its potential for further behavior change seems great.

The Head Injury Program provides an educational model for returning these students to public school. The research literature provides little information about head injured children which may be used in designing programs for them. However, many procedures for effective instruction used with other groups can be applied to this population. Other practices, such as group discussion, must also be explored. If these students are to fund meaning in their lives, we are called on to improve services for them.

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# Math Learning Disabilities

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## A NEGLECTED AREA

While children with disorders in mathematics are specifically included under the definition of Learning Disabilities (Federal Register, August 23, 1977), do math learning difficulties cause children to be referred for evaluation. In many school systems, special education services are provided almost exclusively on the basis of children's reading disabilities (Badian, 1983). Even after being identified as learning disabled (LD), few children are provided substantive assessment and remediation of their arithmetic difficulties (Goodstein & Kahn, 1974).

This relative neglect might lead parents and teachers to believe that arithmetic learning problems are not very common, or perhaps not very serious. However, approximately 6% of school-age children have significant math deficits (Kosc, 1974; Badian, 1983) and among students classified as learning disabled, arithmetic difficulties are as pervasive as reading problems (Badian, 1983; McKinney & Feagans, 1980). This does not mean that all reading disabilities are accompanied by arithmetic learning problems, but it does mean that math deficits are widespread and in need of equivalent attention and concern.

Evidence from learning disabled adults belies the social myth that it is okay to be rotten at math (Johnson & Blalock, 1987). The effects of math failure throughout years of schooling, coupled with math illiteracy in adult life, can seriously handicap both daily living and vocational prospects. In today's world, mathematical knowledge, reasoning, and skills are no less important than reading ability (Paulos, 1989; Steen, 1987; Stevenson, 1987).

## DIFFERENT TYPES OF MATH LEARNING PROBLEMS

As with students' reading disabilities, when math difficulties are present, they range from mild to severe. There is also evidence that children manifest different *types* of disabilities in math (Badian, 1983; Cohn, 1971; Kosc, 1974; Strang and Rourke, 1985). Unfortunately, research attempting to classify these has yet to be validated or widely accepted, so caution is required when considering descriptions of differing degrees of math disability. Still, it seems evident that students do experience not only differing intensities of math dilemmas, but also different types, which require diverse classroom emphases, adaptations and sometimes even divergent methods.

### Mastering Basic Number Facts

Many learning disabled students have persistent trouble "memorizing" basic number facts in all four operations (Fleischner, Garnett, & Shepherd, 1982), despite adequate understanding and great effort expended trying to do so. Instead of readily knowing that $5+7=12$, or that $4\times 6=24$, these children continue laboriously over years to count fingers, pencil marks or scribbled circles and seem unable to develop efficient memory strategies on their own.

For some, this represents their only notable math learning difficulty and, in such cases, it is crucial not to hold them back "until they know their facts." Rather, they should be allowed to use a pocket-size facts chart in order to proceed to more complex computation, applications, and problem-solving. As the students demonstrate speed and reliability in knowing a number fact, it can be removed from a personal chart. Addition and multiplication charts also can be used for subtraction and division respectively. For specific use as a basic fact reference, a portable chart (back-pocket-size, for older students) is preferable to an electronic calculator. Having the full set of answers in view is valuable, as is finding the same answer in the same *location* each time since *where* something is can help in recalling *what* it is. Also, by blackening over each fact that has been mastered, overreliance on the chart is discouraged and motivation to learn another one is increased. For those students who have difficulty locating answers at the vertical/horizontal intersections, it helps to use cutout cardboard in a backward L-shape.

Several curriculum materials offer specific methods to help teach mastering of basic arithmetic facts (Garnett, Frank, & Fleischner, 1983; Thornton, 1978; Stern, 1987). The important assumption behind these materials is that the *concepts* of quantities and operations are already firmly established in the student's understanding. This means that the student can readily show and explain what a problem means using objects, pencil marks, etc. Suggestions from these teaching approaches include:

- Interactive and intensive practice with motivational materials such as games
  . . .attentiveness during practice is as crucial as time spent
- Distributed practice, meaning much practice in small doses
  . . .for example, two 15-minute sessions per day, rather than an hour session every other day
- Small numbers of facts per group to be mastered at one time
  . . .and then, frequent practice with mixed groups
- Emphasis on "reverses," or "turnarounds" (e.g., $4+5/5+4$, $6\times 7/7\times 6$)
  . . .in vertical, horizontal, and oral formats
- Student self-charting of progress
  . . .having students keep track of how many and which facts are mastered and how many more there are to go
- **Instruction,** not just practice
  . . .Teaching thinking strategies from one fact to another (e.g., doubles facts, $5+5$, $6+6$, etc., and then double-plus-one facts, $5+6$, $6+7$, etc.).
  (For details of these thinking strategies, see Garnett, Frank & Fleischner, 1983; Thornton, 1978; or Stern, 1987).

### Arithmetic Weakness/Math Talent

Some learning disabled students have an excellent grasp of math concepts, but are inconsistent in calculating. They are reliably unreliable at paying attention to the operational sign, at borrowing or carrying appropriately, and at sequencing the steps in complex operations. These same students also may experience difficulty mastering basic number facts.

Interestingly, some of the students with these difficulties may be remedial math students during the elementary years when computational accuracy is heavily stressed, but can go on to join honors classes in higher math where their conceptual prowess is called for. Clearly, these students should not be tracked into low level secondary math classes where they will only continue to demonstrate these careless errors and inconsistent computational skills, while being denied access to higher-level math of which they are capable. Because there is much more to mathematics than right - answer reliable calculating, it is important to access the broad scope of math abilities and not judge intelligence or understanding by observing only weak lower level skills. Often a delicate balance must be struck in working with learning disabled math students which include:

(a) acknowledging their computational weaknesses;
(b) maintaining persistent effort at strengthening inconsistent skills;
(c) sharing a partnership with the student to develop self-monitoring systems and ingenious compensations; and
(d) *at the same time,* providing the full, enriched scope of math teaching.

### The Written Symbol System and Concrete Materials

Many younger children who have difficulty with elementary math actually bring to school a strong foundation of informal math understanding. They encounter trouble in *connecting* this knowledge base to the more formal procedures, language, and symbolic notation system of school math (Allardice & Ginsburg, 1983). The collision of their informal skills with school math is like a tuneful, rhythmic child experiencing written music as something different from what he/she already can do. In fact, it is quite a complex feat to map the new world of written math symbols onto the known world of quantities, relationships, and actions and, at the same time, to learn the peculiar language we use to talk about arithmetic. Students need many repeated experiences and many varieties of concrete materials to make these connections strong and stable. Teachers often compound difficulties at this stage of learning by asking students to match pictured groups with number sentences before they have had sufficient experience relating *varieties* of physical representations with the *various* ways we string together math symbols, and the *different* ways we refer to these things in words. The fact that concrete materials can be moved, held, and physically grouped and separated makes them much more vivid teaching tools than pictorial representations. Because pictures are semiabstract symbols, if introduced too early, they easily confuse the delicate connections being formed between existing concepts, the new language of math, and the formal world of written number problems.

In this same regard, it is important to remember that structured concrete materials are beneficial at the concept development stage for math topics at all grade levels (Herbert, 1985; Suydam, 1984). There is research evidence that students who use concrete materials actually develop more precise and more comprehensive mental representations, often show more motivation and on-task behavior, may better understand mathematical ideas, and may better apply these to life situations (Harrison & Harrison, 1986; Suydam & Higgins, 1977). Structured, concrete materials have been profitably used to develop concepts and to clarify early number relations, place value, computation, fractions, decimals, measurement, geometry, money, percentage, number bases, story problems, probability and statistics (Bruni & Silverman, 1986), and even algebra (Williams, 1986).

Of course, different kinds of concrete materials are suited to different teaching purposes (see appendix for selected listing of materials and distributors). Materials do not teach by themselves; they work together with teacher guidance and student interactions, as well as with repeated demonstrations and explanations by both teachers and students.

Often students' confusion about the conventions of written math notation are sustained by the practice of using workbooks and ditto pages filled with problems to be solved. In these formats, students learn to act as problem answerers rather than demonstrators of math ideas. Students who show particular difficulty ordering math symbols in the conventional vertical, horizontal, and multistep algorithms need much experience *translating* from one form to another. For example, teachers can provide *answered* addition problems with a double box next to each for translating these into the two related subtraction problems. Teachers can also *dictate* problems (with or without answers) for students to translate into pictorial form, then vertical notation, then horizontal notation. It can be helpful to structure pages with boxes for each of these different forms.

Students also can work in pairs translating answered problems into two or more different ways to read them (e.g., 20 × 56 = 1120 can be read twenty *times* fifty six *equals* one thousand, one hundred and twenty or twenty *multiplied* by fifty-six *is* one thousand, one hundred, twenty). Or, again in pairs, students can be provided with answered problems each on an individual card; they alternate in their demonstration, or proof, of each example using materials (e.g., bundled sticks for carrying problems). To add zest, some of the problems can be answered incorrectly and a goal can be to find the "bad eggs."

Each of these suggestions is intended to move youngsters out of the rut of thinking of math as getting right answers or giving up. They help create a frame of mind that connects understanding with symbolic representation, while attaching the appropriate language variations.

### The Language of Math

Some LD students are particularly hampered by the language aspects of math, resulting in confusion about terminology, difficulty following verbal explanations, and/or weak verbal skills for monitoring the steps of complex calculations. Teachers can help by slowing down the pace of their delivery, maintaining normal timing of phrases, and giving information in discrete segments. Such slowed down "chunking" of verbal information is important when asking questions, giving directions, presenting concepts, and offering explanations.

Equally important, is frequently asking students to verbalize what they are doing (Lovitt & Curtiss, 1968). Too often, math time is filled either with teacher explanation or with silent written practice. Students with language confusions need to demonstrate with concrete materials and *explain* what they are doing at all ages and all levels of math work, not just in the earliest grades (Herbert, 1985). Having students regularly "play teacher" can be not only enjoyable, but also necessary for learning the complexities of the language of math. Also, understanding for *all* children tends to be more complete when they are required to explain, elaborate, or defend their position to others; the burden of having to explain often acts as the extra push needed to connect and integrate their knowledge in crucial ways (Brown & Campione, 1986).

Typically, children with language deficits react to math problems on the page as signals to do something, rather than as meaningful sentences that need to be read for understanding. It is almost as though they specifically *avoid* verbalizing. Both younger and older students need to develop the *habit* of reading or saying problems before and/or after computing them. By attending to the simple steps of self-verbalizing, they can monitor more of their attentional slips and careless errors. Therefore, teachers should encourage these students to:

—Stop after each answer,
—Read aloud the problem and the answer, and
—Listen to myself and ask, "Does that *make sense?*"

For youngsters with language weakness, this may take repeated teacher modeling, patient reminding, and much practice using a cue card as a visual reminder.

### Visual-Spatial Aspects of Math

A small number of LD students have disturbances in visual-spatial-motor organization which may result in weak or lacking understanding of concepts, very poor "number sense," specific difficulty with pictorial representations, and/or poorly controlled handwriting and confused arrangements of numerals and signs on the page. Students with profoundly impaired conceptual understanding often have substantial perceptual-motor deficits and are presumed to have right hemisphere dysfunction (Strang & Rourke, 1985).

This small subgroup may well require a very heavy emphasis on precise and clear verbal descriptions. They seem to benefit from substituting verbal constructions for the intuitive/spatial/relational understanding they lack. Pictorial examples or diagrammatic explanations can thoroughly confuse them, so these should not be used when trying to teach or clarify concepts. In fact, this subgroup is specifically in need of remediation in the area of picture interpretation, diagram and graph reading, and nonverbal social cues (Johnson, 1987). To develop an understanding of math concepts, it may be useful to make repeated use of concrete teaching materials (e.g., Stern blocks, Cuisenaire rods), with conscientious attention to developing stable verbal renditions of each quantity (e.g., 5), relationship (e.g., 5 is more than 7), and action (e.g., 5 + 2 = 7). Since understanding visual relationships and organization is difficult for these students, it is important to anchor verbal constructions in repeated experiences with structured materials that can be felt, seen, and moved around as they are *talked* about. For example, they may be better able to learn to identify triangles by holding a triangular block and *saying* to themselves, "A triangle has three sides. When we draw it, it has three connected lines." For example, a college freshman who had this deficit could not "see" what a triangle was without saying this to herself when she looked at different figures or attempted to draw a triangle.

The goal for these students is to construct a strong verbal model for quantities and their relationships in place of the visual-spatial mental representation that most people develop. Consistent descriptive verbalizations also need to become firmly established in regard to when to apply math procedures and how to carry out the steps of written computation. Great patience and verbal repetition are required to make small incremental steps.

It is important to recognize that average, bright, and even very bright youngsters can have the severe visual-spatial organization deficits that make developing simple math concepts extremely difficult. When such deficits are accompanied by strong verbal skills, there is a tendency to *disbelieve* the impaired area of funtioning. Thus, parents and teachers can spend years growling, "She's just not trying. . .She doesn't pay attention. . .She must have a math phobia. . . It's probably an emotional problem." Because other accompanying weaknesses usually include a poor sense of body in space, difficulty reading the nonverbal social signals of gesture and face, and often nightmarish disorganization in the world of "things," it can be easy to mistake the problem for a constellation of emotional symptoms. Misreading the problems in this way delays the appropriate work that is needed both in mathematics and the other areas.

## IN SUMMARY

Math learning difficulties are common, significant, and worthy of serious instructional attention in both regular and special education classes. Students may respond to repeated failure with withdrawal of effort, lowered self-esteem, and avoidance behaviors. In addition, significant math deficits can have serious consequences on the management of everyday life as well as on job prospects and promotion.

Math learning problems range from mild to severe and manifest themselves in a variety of ways. Most common are difficulties with efficient recall of basic arithmetic facts and reliability in written computation. When these problems are accompanied by a strong conceptual grasp of mathematical and spatial relations, it is important not to bog the student down by focusing only on remediating computation. While important to work on, such efforts should not deny a full math education to otherwise capable students.

Lanugage disabilities, even subtle ones, can interfere with math learning. In particular, many LD students have a tendency to avoid verbalizing in math activities, a tendency often exacerbated by the way math is typically taught in America. Developing their *habits* of verbalizing math examples and procedures can greatly help in removing obstacles to success in mainstream math settings.

Many children experience difficulty bridging informal math knowledge to formal school math. To build these connections takes time, experiences, and carefully guided instruction. The use of structured, concrete materials is important to securing these links, not only in the early elementary grades, but also during concept development stages of higher-level math. Some students need particular emphasis on the translating between different written forms,, different ways of reading these, and various representations (with objects or drawings) of what they mean.

An extremely handicapping, though less common math disability derives from significant visual-spatial-motor disorganization. The formation of foundation math concepts is impaired in this small subgroup of students. Methods to compensate include avoiding the use of pictures or graphics for conveying concepts, constructing verbal versions of math ideas, and using concrete materials as anchors. The organizational and social problems that accompany this math disability are also in need of long-term appropriate remedial attention in order to support successful life adjustment in adulthood.

In sum, as special educators, there is much we can and need to do in this areas that calls for so much greater attention than we have typically provided.

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# Teacher Center—

## Hands Across The Years: A Special Program

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Chapter 248

It's been three years now that handicapped preschoolers and elderly nursing home residents have been coming together through the Hands Across the Years (HAY) program. Every week, these two populations who have many similarities, share a small but very important part of their lives with each other.

The children are from the Early Education Center in Highland, N.Y., a special needs preschool serving 2 to 5 year olds. They visit the new Paltz Nursing Home, in New Paltz, N.Y., a 79 bed facility five miles away. While bridging the gap is a challenge, no one can doubt the positive rewards our intergenerational program has brought to all of us.

Each Monday morning for 2 hours, ten special needs preschoolers and ten to fifteen "grandmas and grandpas" interact in a variety of activities encouraging socialization and learning. In our society, handicapped children are often rejected and sometimes experience negative social interactions. It is our goal to help special needs children develop positive self-esteem through rewarding social experiences. Since most of the school day is spent on basic preschool curriculum and daily living skills, it is also important to develop acceptable social skills for our population of children out of the school environment. It is our philosophy at Early Education Center that focusing on appropriate social skills now, will later help our children acquire jobs and improve peer relations.

People frequently ask how well the elderly participants accept our young children's handicaps. Although it is true that for the most part, the lives of these older adults did not include the disability awareness we are all exposed to today, they are still people who love young children and accept them into their lives and laps without reservation. Grandma Tess, who celebrated her 100th birthday with us said, "They make me feel so good. They're so cute, each and every one of them. When they come, you tell them to sit down. But they don't. They're so cute."

Like most grandparents, the older participants seem to offer the children unconditional love. According to Marilyn Burnstine, music therapist at Early Education Center and director of the HAY program, even when the children get overly excited the grandparents don't even seem to notice and are totally loving and accepting. They always say how wonderful the kids are.

The morning's activities are based on a theme, such as "fishing," or an upcoming holiday. Most weeks, cooking, art projects, songs, and stories make up most of the morning together. On the "fishing" day for example, the children made and decorated paper fish with grandparents' help, ate fish crackers, played a fishing game, and sang fishing songs. Grandparents told children about their old fishing days.

Activities for such intergenerational programs should be selected with the skills and limitations of both populations in mind. Many of our preschoolers and elders find it difficult to draw, to cut, to spend a long time on a single activity, or even, to make their needs known easily. The activities you pick must not infantilize the grandparents.

The main goal for the activities is for the one-to-one togetherness it brings. Due to the fact that many young children today do not have grandparents nearby as their parents may have had years ago, the HAY program gives these children the opportunity to interact with older people and have positive experiences with them. If a child says something to a grandparent that they do not understand, it may be due to the child's articulation or the grandparent's hearing. No matter, a hug is exchanged just the same. Receiving a hug from a child gives a grandparent a sense of purpose and belonging.

The greatest difficulty with a program such as HAY is teaching the staff (teachers, assistants and nursing home staff) how to help the grandparents and children to interrelate. It does not always come naturally, and requires nurturing. How does one encourage relating when someone does not feel comfortable with old people themselves? Therefore, planning for this group can be challenging. Creating an appropriate environment, e.g. table and chair arrangements, or specific table activities (such as clay or playdoh), can help facilitate interaction.

Some grandparents get more out of the program than meets the eye. One grandmother who sat passively watching the entire two hours, one day, closed her eyes tightly and smiled from ear to ear as she received a goodbye hug. Grandma Helen said, "The children make me lift out of myself." "Aunt" Claire, 44-year-old disabled by cerebral palsy, said the kids make her feel needed. A former airline attendant, now in a wheelchair, Claire's favorite Monday activity is watching the children "color, draw and use their hands," activities she also enjoys thoroughly. Claire is one of several disabled "younger" adults in the nursing home who frequently participate.

Learning about old age is an important part of the program. Before children go the first time, they discuss wheelchairs, gray hair and wrinkles. Young Joey, age 4, visited the nursing home for the first time. His mother wrote the teacher the next day. "I'm not sure he (Joey) knew what to think of the Nursing Home. He said that the bottoms of the people's feet hurt and insisted that some were already dead. I'm sure it won't be quite as strange to him the next time-like I said, he has virtually no contact with older people, and I think this is going to be great for him."

Joey, who is emotionally disturbed, is not the only child with emotional problems who benefits from the nursing home experience. Upon arrival at the home, Robert, a withdrawn child with a history of child abuse, "worked the room". He hugged every grandparent without even taking his coat off!

One message we want our young children to learn is that productivity doesn't necessarily end with old age. Conversations with the elders offer young children the experiences of life that one can't learn in any other way. If children can view these old people positively, maybe, they will in turn, view their own aging and their parents' aging in the same way.

Learning about old age also means learning about death. A few of the grandparents have died since the program has begun. They usually go to skilled nursing before they die. If the child asks where a particular person is, we tell them the grandparent is in the hospital. The children usually do not ask after that. If they did, however, we would discuss the death openly and honestly, giving children an opportunity to express their grief.

Our children and grandparents have grown to really count on their day together at the nursing home. When grandpa Lou, and original and consistent participant in his eighties, was asked what the HAY program meant to him, he said, "They (the children) do very well here. Sometimes I'm afraid I'm going to get there late and I worry that I'm going to miss it."

Burnstine closes a visit to the nursing home with a song by Ruth Pelham entitled FOUR HANDS. She sings "Four hands working at the table, two are young and two are old. Four hands strong and able, hands that work and hands that love."

# Literature Review

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Just as the recommendations of *A Nation at Risk* and the other major reports of the "first wave" of educational reform were instrumental in producing a second wave of reform, so too did the recommendations of the "second wave" Holmes and Carnegie reports provide the impetus for a third wave: the reform of administrator preparation. Both Holmes and Carnegie recommended a restructured teaching profession that would alter traditional roles and responsibilities of administrators and teachers. Indeed, the Carnegie report went so far as to suggest teachers hire administrators in the future, rather than the other way round.

In light of these calls for change, *Leaders for America's Schools: The Report and Papers of the National Commission on Excellence in Educational Administration,* expresses serious concerns about the ability of administrator training programs to prepare educational leaders of the quality needed to meet the challenges of the 21st century. Specifically, the Commission's report, which is presented in the first section of the book, identifies the following deficiencies in educational administration:

(1) The lack of a definition of good educational leadership,
(2) The lack of leader recruitment programs in the schools,
(3) The lack of collaboration between school districts and universities,
(4) The discouraging lack of minorities and women in the field,
(5) The lack of systematic professional development for school administrators,
(6) The lack of quality candidates for preparation programs,
(7) The lack of preparation programs relevant to the job demands of school administrators,
(8) The lack of sequence, modern content, and clinical experiences, in preparation programs,
(9) The lack of licensure systems which promote excellence,
(10) The lack of a national sense of cooperation in preparing school leaders.

Among the Commission's most provocative recommendations is its call to close more than half of the 505 programs presently offering courses in school administration in the U.S. If we are to upgrade the calibre of America's educational leaders, the Commission suggests we start by preparing "fewer-better".

The second section of the book presents papers from scholars in the U.S., Canada, and Australia commissioned for the report. Although variance exists in the quality of these contributions—a problem common to most edited volumes—in aggregate, the papers are quite good, and the reader is recommended particularly to Charles Achilles', "Unlocking Some Mysteries of Administration and Administrator Preparation: A Reflective Prospect", and "The Evolution of Training for School Administrators" by Bruce Cooper and William Boyd.

In the first paper, Achilles argues that, "The complete administrator knows *what* to do, *how* to do it, and most important of all *why* an action is appropriate." He contends that *what* administrators do relates to administration as a science, *how* administrator do what they do relates to administration as a craft and *why* administrators do what they do relates to administration as an art. Unfortunately, Achilles concludes that even the best programs prepare administrators in no more than two of these three essential components.

In the second paper, Cooper and Boyd conclude that the past half-century has seen the evolution of a university based, credit driven, "One Best Model" of administrator training. They contend that the philosophical base of this Model, ". . .is an abiding belief in empiricism, predictability, and 'scientific' certainty, taught by professors steeped in this approach." One consequence of this approach has been a widening schism between the research interests of the professoriate and the practical needs of those in the field. As a result, the authors question whether the research upon which administrator training is based is adequate to guide practice.

Special educators may be dismayed by the fact that the Commission's report makes no specific mention of the lack of preparation in working with programs for the handicapped characteristic of too many school administrators. Nevertheless, for teachers, administrators, school board members, educational policymakers, indeed, for anyone who has followed the educational reforms of the past decade, *Leaders for America's Schools* is required reading. Whether or not the reader agrees with either the problems identified or solutions offered by the Commission's report, *Leaders for America's Schools* presents the issues central to this third wave of reform and allows the reader to draw his or her own conclusion by providing the 26 commissioned papers upon which the report is based. In an age when popular opinion is often shaped by second- and third-hand transmissions of information, this compilation of primary sources is a valuable addition to the literature of the educational reform movement.

Griffiths, D.E., Stout, R.T., & Forsyth, P.B. (Eds.) (1988). *Leaders for America's Schools: The Report and Papers of the National Commission on Excellence in Educational Administration.* San Francisco: McCutchan. $31.50

## Professional News

**Talking Books**

The New York State Library for the Blind and Visually Handicapped has talking and braille books and magazine and playback equipment which are available to reading disabled and physically handicapped students as well as visually impaired students. Schools or BOCES must register with LBVH and students must be certified to receive services. A doctor of medicine must verify that a child's reading or learning disability prevents the reading of standard print.

For further information contact:

New York State Library for the Blind and Visually Handicapped
Cultural Education Center
Empire State Plaza
Albany, N.Y. 12230
(518) 474-5935 (800) 342-3688

**Summer Institute in London**

Special Education. Six graduate credits, each course. (A) Study current issues in special education in London and the USA; visit schools in session. (B) Practicum in special education. Cost: $2295, includes airfare, room and breakfast, tuition and fees, bus or subway pass, airport transportation in London, guided tour of Oxford or Cambridge. July 2-30, 1989. Contact Dr. Marilyn Rousseau, 3/212 NAC, The City College of NY, Convent Ave. at 138th St., New York, NY 10031. (212) 690-8358/9. Deadline: February 28, 1989.

**Northeast International Symposium**

The Fourth International Symposium on Exceptional Children and Youth. October 4-6, 1989, Civic Center, Bangor, ME. "A Multidisciplinary forum designed for the exchange of ideas and information on the delivery of services to exceptional children and youth."

For further information and pre-registration materials, please contact:

Richard H. Bartlett
Department of Education
and Cultural Services
State House Station #23
Augusta, ME 04333
(207) 289-5950
David Roberts
Department of Education
PO Box 6000
Frederiction, New Brunswick E3B 5H1
(506) 453-2816

**NYSAVSNP/NYS-DCD Spring Conference**
**March 16-18, 1989**
**Rensselaer Polytechnic Institute**
**Troy, New York**
***Featured Speaker:***
Paul Wehman on Supported Work

For further information contact Felicia Flagg (518) 473-4401.

Notice of reunion at National CEC in San Francisco for those who were on the China tour last year.

A reunion will be held at the International CEC Convention in San Francisco for all CEC members who attended the International Conference on Special Education in Beijing, China. Look for the announcements in your CEC program and at the Convention.

## "SCEC News"

SCEC has started the year off on the right foot. Already many people have been able to participate in a large number of activities provided by SCEC and CEC. What a great job for a great cause!

It was great to see the large number of students who attended the State CEC Convention in Buffalo. I hope your trip was as educational and exciting as mine. If you ever get the opportunity to attend a CEC convention I strongly suggest that you do so. Much valuable and practical information is passed on amongest professors, classroom teachers, and students. If this has gotten you interested, you might want to think about attending the International CEC Convention. This year the convention is in beautiful San Francisco, California from April 3-7. What a great place to learn about issues concerning special education.

If San Francisco is too far away, how about Elmira, NY? SCEC is holding a Leadership Conference there in late April. Topics such as leadership skills, fundraising ideas, and successful SCEC programs will be discussed. It will be a great time so plan on attending.

Now a note of general interest to students. Don't forget about the National Teacher Exam. The next exam date is March 4, 1989. Registration closes on January 30, 1989. Information regarding the NTE may be obtained by writing the

NTE Programs
Educational Testing Service
CN 6057
Princeton, New Jersey 08541-6057
(609) 771-7670

Until next time, keep up the good work SCEC!!!

## CEC Convention To Be Held In San Francisco

The Council for Exceptional Children (CEC) will host its 67th Annual Convention, "Gateway to the Future," in San Francisco, April 3-7, 1989. This international convention is the "must attend" event of the year for all special education professionals.

The Convention program will offer over 700 sessions designed to enhance professional growth. The sessions have been categorized into key major areas of interest.

Preconvention Training will be introduced at the upcoming CEC convention. Keynoted by Thomas Skrtic, University of Kansas, the program will be devoted to "Exploring the Theory/Practice Link in Special Education." The program will begin the evening of April 2 and continue through April 3.

On Tuesday, April 4, each of CEC's 14 divisions will offer a full day of professional sessions covering a particular exceptionality or unique aspect of special education. These one hour sessions will begin at 8:45 a.m. and conclude at 4:45 p.m.

The program will also include a variety of special sessions. "Crackerbarrel" sessions are one hour roundtable discussions led by leaders in the field. "Strands" are a series of sessions from 3-6 hours on specific topics. Spotlights" are 30 minute sessions for practitioners that focus on particularly effective practices and/or materials.

The first General Session will be Wednesday, April 5. The keynote speaker will be Stephen Lewis, former Canadian Ambassador to the United Nations. The second General Session will be opened by recording artist Bob Schneider and the keynote speaker will be Norman Kunc, author of *Reading, Willing, and Disabled.*

The latest products and services will be displayed by approximately 150 companies. The exhibits grand opening will be Tuesday, April 4 at 2:00 p.m. The exhibit show will offer attendees the opportunity to meet face to face with company representatives.

The Recruitment Center will offer on-site interviews for a diverse range of special education employment opportunities throughout North America. Over 100 organizations will be participating.

For additional information contact CEC, Department of Professional Development, 1920 Association Drive, Reston, VA 22091; 703/620-3660, FAX 703/264-9494.

CEC is the leading professional association dedicated to improving the quality of education for all exceptional children, both handicapped and gifted. Founded in 1922, CEC now has over 53,000 members throughout the United States and Canada.

## *Call For State CEC Nominations*

Nominations are in order for the following NYS-CEC Federation positions.

**OPEN POSITIONS**

Statewide:

Vice President: 1989-90
Vice President moves to President-Elect (1990-91)
then President (1991-92)

Regional Representatives:

**Three Year Terms**

New York City Region II — Includes Manhattan/Bronx/Richmond registered chapters

Syracuse Region — Includes following counties: Jefferson/Lewis/Herkimer/Oswego/Oneida/Cayuga/Delaware/St. Lawrence. Registered chapters include Greater Syracuse #1029, Southern Tier #4, and Syracuse Universities Chapter #390

**Two Year Term**

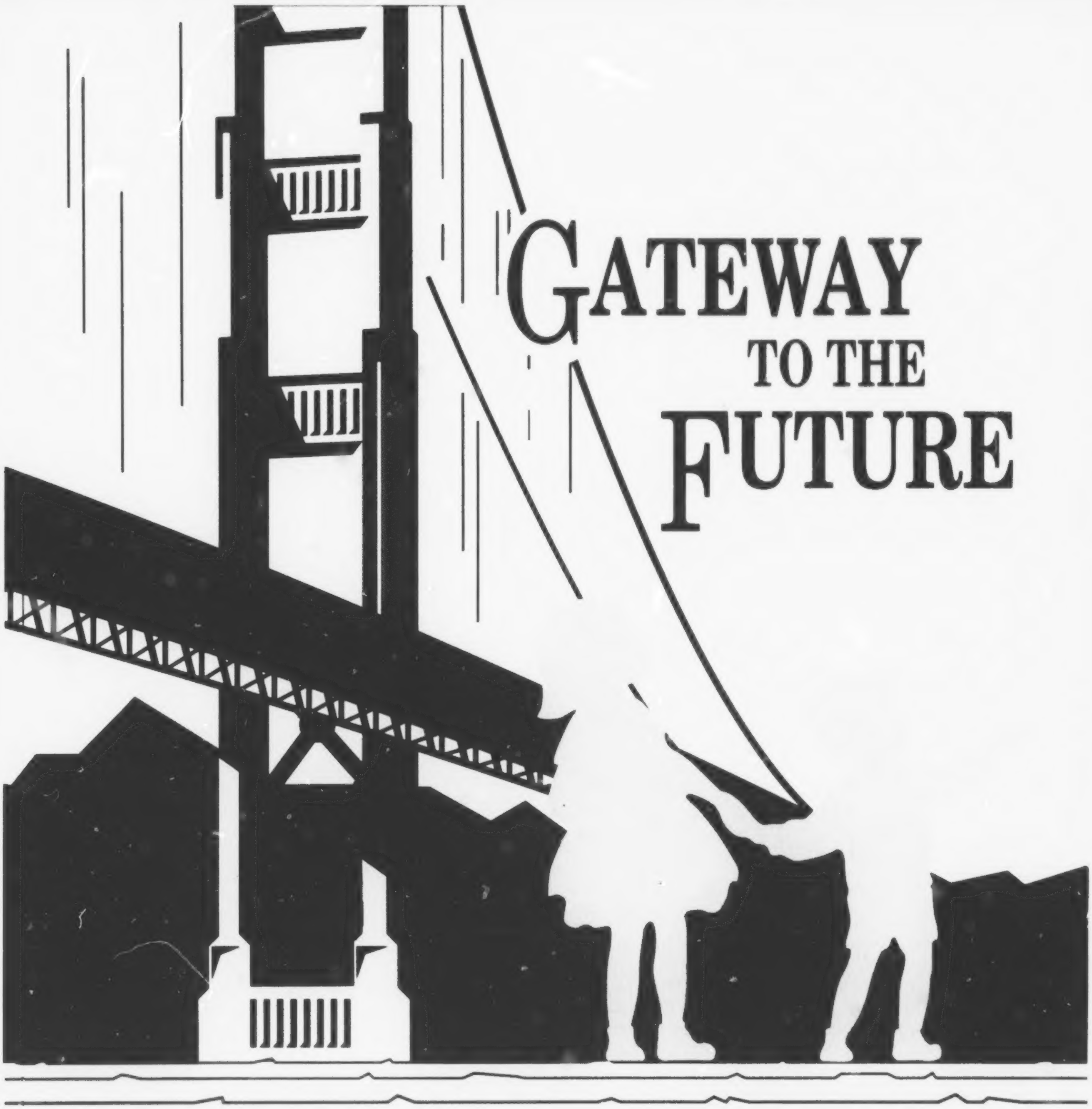
New York City Region III — Includes Queens/Brooklyn. Registered chapters are Greater Queens Chapter #1002/St. John's University Chapter #654

**Qualifications**

A member is eligible for election to office if: 1. she/he is a regular member of CEC for at least one year; 2. agree to serve; 3. is a member in good standing at the time of nomination and election; and, 4. remains a member in good standing throughout the duration of term of office.

The deadline for receiving nominations is March 27, 1989. Please send all nominations to:

Tom Assenza, Past Pres.
126 Deerfield Avenue
Buffalo, New York 14215



**Preregister by March 3!**
**Contact The Council for**
**Exceptional Children**
**1920 Association Drive**
**Reston, VA 22091-1589**
**703/620-3660**

## 67th Annual Convention
## SAN FRANCISCO
## April 3-7, 1989

CEC

# CALL FOR PAPERS AND PROGRAMS
## CEC's 68th Annual Convention
## Toronto, Ontario
## April 23-27, 1990

DEADLINE: Submissions must be postmarked no later than May 31, 1989.

Joni Alberg, Program Chairperson of CEC's 68th annual convention, invities all interested persons to submit proposals. Proposals submitted for consideration must be postmarked no later than May 31, 1989. All proposals must be sent to the Program Chairperson for review.

As with recent conventions, training opportunities and professional sessions will occur from Monday through Friday. The program will consist of presentations both selected from this call for papers and solicited from specific individuals.

### SPECIAL CONSIDERATIONS

**Submission Process.** A 300 to 600 word abstract must be submitted describing the proposal. (Please do not send additional material or abbreviate in describing your proposal.) Be specific enough for reviewers to be able to grasp the nature of the program, its scope, and the planning done in preparation. Research proposals should include the hypothesis, research procedures, and major findings. Only one proposal per presenter will be accepted for review. Persons submitting a proposal involving others (copresenters) should check to be certain that the individuals listed are not also committed to another program proposal and have agreed to be included in the submission. **Send to Joni Alberg, CEC, 1920 Association Drive, Reston, VA 22091-1589.**

**Documentation:** TWO COPIES of the 300-600 word proposal and cover sheet and TWO COPIES of the form on the reverse side must be included in the submission. The cover sheet should include the title, a 25-40 word session description, and the names of all presenters with addresses, phone numbers, employers, and respective roles (e.g., session leader, presenter, etc.) Do not use abbreviations (e.g., LD for learning disabled).

**Presentation Formats:** Three presentation formats are available for consideration by proposers. Please note, however, that each proposal will only be considered for the specific presentation format for which it is submitted. The three formats are:

1. Professional Sessions—limited to one hour.
2. "Spotlight" Sessions—limited to thirty minutes. The intent of 'spotlight' sessions is to encourage presentations that focus on particularly effective practices and/or materials targeted toward practitioners in the field.
3. Poster Sessions—presented in half-day segments.

Proposals for professional and spotlight sessions will not be combined into a common session. Poster sessions will be grouped by topic area. All accepted proposals will have exclusive use of the time.

**Selection Process:** The Program Chairperson, together with the Program Advisory Committee members, are responsible for selecting from the proposals submitted the papers and programs to be presented. Presenters will be limited to one session only.

**Topics:** A broad range of topics relevant to special education and related areas will be included in the program. Topics reflecting strong member interest are especially welcome. They include: collaboration, teacher advocacy, qualty instruction, and areas which are typically underrepresented (i.e., gifted and talented, at-risk populations, culturally and linguistically diverse students, medically fragile, etc.)

**Selection Criteria:** Innovativeness to the field, the degree to which a proposal addresses a particular need, specific audience appeal, clarity and organization of the proposal, and feasibility of presentation mode are important factors influencing a proposal's selection.

# 1990 CEC CONVENTION

**All Information Must Be Included as Requested for Proposals to be Considered.**

## PROPOSAL INFORMATION

1. Two copies of the proposal and the 25-40 word cover sheet and two copies of this form must be included in the submission.
2. Title of Presentation: ____________________
3. Time Requirements (CHECK ONLY ONE)

____ A. Regular Session (up to one hour)
____ B. Spotlight Session (up to 30 minutes; designed for Classroom Teachers)
  ____ Preschool
  ____ Elementary
  ____ Middle
  ____ High
  ____ Adult
  ____ Paraprofessional
____ C. Poster Session ____ Research ____ Program Description

4. Check the *one* area of classification that has the greatest applicability.

____ Administration (CASE)
____ Assessment (CEDS)
____ Behavioral Disorders (CCBD)
____ Career/Vocational (DCD)
____ Communication Disorders (DCCD)
____ Early Childhood (DEC)
____ Gifted/Talented (TAG)
____ Learning Disabled (DLD)
____ Mental Retardation (CEC-MR)
____ Physically Handicapped (DPH)
____ Research (CEC-DR)
____ Teacher Education (TED)
____ Technology (TAM)
____ Visually Handicapped (DVH)
____ Government (GRU)
____ International (IRC)
____ Ethnic/Multicultural (EMC)
____ Student (SCEC)

5. Identify the primary focus of this presentation by checking appropriate descriptions and/or writing in a one or two word description.

____ Adjudicated Youth
____ Bilingual
____ Community Based
____ Curriculum
____ Ethnic/Multicultural
____ Future Trends
____ Identification/Assessment
____ Inservice
____ Transition
____ Other ____________________
____ Instruction
____ Instructional Materials
____ Interagency
____ International Perspectives
____ Minority Populations
____ Multiple Disabled
____ Parent/School/Community
____ Policy/Legal
____ Prereferral
____ Preservice Trainings
____ Professional Concerns
____ Program Evaluation
____ Relationship: Regular-Special Education
____ Rural Service Delivery
____ Technological Advances

6. Target Audience (Check one)

____ Early Childhood Teachers
____ Elementary Teachers
____ Middle Years Teachers
____ Secondary Teachers
____ Postsecondary Teachers
____ Administrators
____ Parents
____ Students
____ Support Personnel
____ Paraprofessional
____ Other

7. PLEASE CHECK ONLY IF YOU DEFINITELY PLAN TO USE:

____ Overhead projector ____ Easel ____ Chalkboard ____ Screen
____ Standard Carousel Slide Projector/Tray ____ Display Table

8. Has this proposal been presented at any other professional meeting? Yes ____ No ____
If so, when: ____________ where: ____________

## PARTICIPANT INFORMATION

9. Name of Proposer ____________ Position/Title ____________
Business Address ____________________
____________________
CITY STATE/PROVINCE CODE
Business Phone ____________ Home Phone ____________

10. CEC Identification Number, if applicable ____________ Chapter # ________
11. Persons submitting proposals are responsible to check to be certain that persons listed for this proposed presentation are not listed in another proposal submitted for the 68th annual CEC convention. Check here to indicate that you have complied with this. ____
12. Signature of Proposer: ____________________ Date Submitted: ________

## News From Albany

Identifying sufficient appropriate space in schools for special education programs is frequently a problem. Changing demographics and the allocation of school building space for alternative purposes, such as the addition of new courses, have limited the space available for special education use. Existing special education classes are often relocated as other demands for classroom space develop, causing significant disruption to students' programs. As one measure to address this issue in New York State, legislation was recently passed and Regulations of the Commissioner of Education promulgated which require that every board of cooperative educational services (BOCES) determine the need for additional facilities space for all special education programs in the geographic area served by that BOCES.

The District Superintendent of the BOCES is responsible for developing a plan for the availability of adequate and appropriate space for special education programs. The District Superintendent will convene a committee, representing the public and approved private schools in the region as well as parents of students with handicapping conditions, to assist in the development of the plan.

The first Special Education Facilities Space Plan is to be submitted by February 1, 1989. Updated Plans will be submitted every fifth year thereafter. The Plan must asssure that all children with handicapping conditions are educated in age-appropriate settings and, to the maximum extent appropriate, with children who are not handicapped.

Specifics of the Plan will describe the space which is currently available for special education programs and services within the facilities of public school districts, the BOCES, and those approved private schools and State-supported schools that are located within the geographic area served by the BOCES. The committee must determine the current and future special education program space needed to serve the students who attend school within the geographic area served by the BOCES. Based on this assessment, a plan to allocate, renovate, or construct space for special education programs that is sufficient and appropriate to meet current and future special education space needs, must be developed. Procedures must be developed which will ensure the stability and continuity of program placement for children with handicapping conditions.

The public will be given the opportunity to comment on the plan before it is submitted to the Commissioner of Education for approval. Each school district, approved private school, and State-supported school in the geographic area will receive a copy of the completed Plan. Any plan which does not receive the Commissioner's approval, must be revised according to specific timelines. If the availability of appropriate special education space changes within the geographic region, an amendment to the Plan must be submitted and approved.

It is anticipated that this planning process, involving BOCES, public school districts, approved private schools, State-supported schools, and parents of students with handicapping conditions, will provide a vehicle for resolving existing special education space problems, as well as helping to prevent future shortages.

## Summary of Board Minutes

To keep you aware of the activities of the Executive Board a summary of the November meetings is provided below.

The New York State CEC Federation Board met on Thursday, November 3 and Friday, November 4 for it's second meeting of the 1988-89 year. President Lyle Lehman presided over the meeting. Highlights included regional reports, national information, possible informal coalition with NYSSLHA for important issues, budget changes and approval, FORUM contents, and a draft for Fiscal Policy Guidelines.

Active regions, Long Island, NYC, and Rochester were discussed. Marlene Wechsler reported that Long Island chapters were actively working on membership recruitment. Ed Blutstein reported that chapters in his NY region are planning a joint meeting. Kathy Hargis reported that chapter 19 was busy with their volunteer programs, and Spring Conference planning.

Jed Luchow, Governor, reported on national CEC events. National has approved a new health program. State federations are being encouraged to declare inactive chapters defunct after reasonable attempts to revive them have been made. It was also recommended to the national divions that they refund active state divisions.

Katherine Butler, President of NYSSLHA wrote to L. Lehman asking CEC to jointly consider addressing important state issues concerning special education. A committee is being formed to deal with this.

President L. Lehman presented a proposed budget. The budget contained a line for an Executive Secretary. This person will be used to do much of the leg work for the state conventions, advertising for *The Forum* and more. The budget was approved as a working budget.

*The Forum* under the direction of Catharine Reynolds and Spencer Salend was discussed and decisions made pertaining to content and distribution. Some decisions included the inclusion of a Student's Column, state education, and state legislation news, regional news, and some convention articles.

Jeannette Fleischner, Vice-President presented a proposal on fiscal policy, "Draft Fiscal Policy Guidelines." Her proposal was reviewed and approved.

# CALL FOR PAPERS
# 1989 NEW YORK STATE
# FEDERATION CONVENTION

Planning for our 1989 convention in Saratoga Springs is underway. The two-day convention on Friday and Saturday, will feature nationally recognized speakers. Share your innovative programs and activities on current topics related to the education of all exceptional children and adults with other professionals.

The proposal form should be completed and returned with a 150-200 word abstract to:

**Dr. Barbara Mallette**
**Department of Education**
**1124 Thompson Hall**
**SUNY College at Fredonia**
**Fredonia, New York 14063**
**(716) 673-3204**

The deadline for proposals is March 15, 1989. You will be nofified by April 28, 1989 if your proposal has been accepted.

## New York State Federation Council for Exceptional Children

November 10 and 11, 1989
Ramada Renaissance Hotel, Saratoga Springs, New York

### Proposal Cover Sheet

1. Title of Presentation

2. *Session Leader's Name*

   Addresss

   Phone (office)

   (home)

3. *Additional Presenters:* Please list co-presenters on an additional page and attach to this cover sheet. Include names, addresses, and telephone numbers.

4. *Subject Descriptors:* Please indicate one or two word descriptors which can be used in a subject index of the program.

   (a) (b) (c)

5. *Summary for Conference Program:* In 30 words or less describe the content of your session.

6. *Length of Session:* (check one)

   1/2 hour 1 hour 1-1/2 hours*

If necessary, would you be able to reduce your presentation and share the session with another group?

yes no

# PLEASE JOIN US!!
# 1989
# New York State Federation
# CEC Convention

# "EXCEPTIONAL EDUCATION... TAKING THE INITIATIVE"

**November 10, 11, 1989**
**Ramada Renaissance Hotel**
**Saratoga Springs, New York**

*For additional information contact:*
Barbara Mallette - Home (716) 595-2641
Work (716) 673-3204

*Plan Ahead!*
1990 - Long Island

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New Paltz, New York 12561

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# *the* FORUM

*A Publication of The New York State Federation of Chapters of the Council for Exceptional Children*

**VOLUME 15, NO. 1** **SPRING 1989**

## President's Report

Dr. Lyle C. Lehmen

The New York State Federation is on the verge of making some major changes in organizational structure and operation. Due to weather conditions and the inability of board members from Western New York to attend the March 4th Executive Committee Meeting in New York City a vote as to whether we will have a paid half-time Executive Secretary has been delayed until the June Board Meeting. If the position is approved it is anticipated the Executive Secretary would be hired by July 1, 1989. If the position is not approved the Executive Board will continue to explore ways to make the Federation more responsive to the membership and to improve the services provided by the Federation.

I will appoint an Ad-Hoc Committee in the next month to address the problem of Executive Board organization and function, explore ways to economize on Board expenses and develop ways to more effectively use regional representatives and divisional representatives in providing leadership to the Federation. For the past several years there has been serious discussion in Executive Board meetings regarding organization and function of the Board. The Ad-Hoc Committee will be charged with the responsibility, of summarizing past discussions, evaluating the organization and function of other State Federation Boards, and making recommendations to the Executive Board at our June meeting.

I am pleased that Judith Bondurant-Utz agreed to run for the position of Governor-At-Large, U.S. The Council For Exceptional Children regulations prohibit Federation, Affiliates, or Local Chapter monies from being used to support candidates. However, individual members can contribute to the cost of Judy's campaign for the Governor position. There is considerable time, effort, and cost in running for a National Office. If you are able to help Judy with the expense of her campaign please send a check to Sally Quinby at her home address at 2679 Blakely Road, South Wales, New York 14139.

By the time you receive this newsletter I will have had the privilege of representing New York State along with a number of other delegates from our Executive Committee and local chapters at the National CEC meeting in San Francisco. A report on the activity of the New York delegation will be made in our next newsletter.

It is time to be thinking about the 1990 International CEC Convention to be held next door to us in Toronto. Make your plans NOW to attend!

## Professional News

**Charlotte Circle Outreach**

Charlotte Circle OUTREACH is a newly funded, national outreach project, offering technical assistance and training to those providing services to infants and young children with severe/profound handicaps in the age range birth through two years. OUTREACH activities are based upon the Charlotte Circle Project, an empirically-supported model demonstration program which includes both center-based and home-based components, with respect and encouragement for family participation through the use of social reciprocity interventions.

OUTREACH activities include workshops and consultative services which are available to states, early intervention programs, and professional organizations throughout the country. Internships are available to individuals, and participants are eligible to receive graduate credit in special education at the University of North Carolina at Charlotte. Printed materials such as the *Charlotte Circle Curriculum Guide,* along with published articles and related papers are available upon request.

For more information about this national OUTREACH effort contact:

Mary Lynne Calhoun, Ph.D., Project Director
Terry Rose, Ph.D., Research Director
Donna Prendergast, Project Coordinator

at the following address:

Charlotte Circle OUTREACH
Department of Curriculum and Instruction
The University of North Carolina-Charlotte
Charlotte, North Carolina 28233
(704) 547-2531

**Conference Announcement**

The Division for Early Childhood of CEC announces its Fifth Annual International Early Childhood Conference on Children with Special Needs. The theme of the conference, "Crossing Boundaries: Confronting the Future," will bring together over one thousand participants from varied disciplines related to young children with special needs. The conference will be held in Minneapolis, Minnesota, on October 21-25, 1989. Information concerning this conference can be obtained by contacting CEC or the following address:

DEC Conference
c/o Child Development Resources
P.O. Box 299
Lightfoot, VA 23090

# *the* FORUM

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Issues of *The Forum* are generally abstracted in *Resources in Education* with availability in microfiche (ERIC). Issues are also generally abstracted in *Exceptional Child Education Resources.*

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*The Forum* comes with membership in CEC and a New York State Federation of Chapters' chapter. Copies of *The Forum* are available for purchase.

CEC membership applications can be secured from *Regional Representatives.*

---

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*1988-89*

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# Position Of Executive Secretary

The New York State Federation of Chapters of the Council for Exceptional Children is seeking applications for the position of Executive Secretary.

(1) POSITION DESCRIPTION

HOURS: Half-time position averaging 20 hours per week, approximately 1,000 hours annually

SALARY: Monthly consultant fee of $1,250

LOCATION: It is expected that a person in this position would be working out of his/her home

HIRING DATE: Anticipate July 1, 1989

This position has the potential to become full time position if supplemental funds can be generated to support the position. The individual hired will have responsibility for generating a portion of the funds necessary to support the position.

(2) QUALIFICATIONS

- Demonstrated interest in and knowledge of services to individuals with disabling conditions
- Secretarial skills including computer literacy
- Ability to initiate tasks and follow through to completion
- Demonstrated ability to work effectively with people
- Time management and organizational skills
- Commitment to the Council for Exceptional Children
- Interest and experience in developing grants

(3) RESPONSIBILITY

- General responsibility in the area of maintaining files, correspondence, public relations, funding
- Specific responsibilities in coordinating work of Executive Committee, liason with International CEC, convention planning, membership services, service to student association, service to Federation and service to committees. Assist the editors of the *Forum*.

A complete job description may be obtained by contacting President of the Federation by mail or phone.

(4) FOR APPLICATION PLEASE SUBMIT THE FOLLOWING

- Letter of application
- Resume
- Two letters of support

(5) FILLING THIS POSITION IS CONTINGENT UPON FINAL APPROVAL OF THE EXECUTIVE COMMITTEE.

# *News From Albany*

## Summer Institutes on Consultant Teacher Services

The office for Education of Children with Handicapping Conditions (OECHC) will be conducting summer institutes to provide special education teachers with the opportunity to receive an indepth inservice experience regarding consultant teacher services. The focus of these one-week programs will be on the development of knowledge and skill competencies which will enable consultant teachers to effectively deliver direct and indirect services to students with handicapping conditions who are enrolled full-time in a regular education program. Nationally recognized experts in the field of collaborative consultation and special education will be conducting the programs in conjunction with OECHC staff.

As the effective implementation of this service requires regular and special education teachers to work cooperatively to address the needs of students with handicapping conditions, it is strongly encouraged that each consultant teacher attend this session with a regular education teacher employed by their district. Participation of regular and special education teachers in these institutes will enhance the successful delivery of consultant teacher services at the building level.

Since each part of the program builds upon information and skills gained during the training program, it is required that participants attend *all five days.* Activities are scheduled each day from approximately 8:30 a.m. to 4:00 p.m. The institutes are provided at no cost to participants and include lunch and refreshments which will be provided each day.

Registration for the institutes will be limited and early registration is *strongly* recommended. Enrollment will be based on a *first-come first-serve* basis until the maximum number of 80 participants has been reached. Individuals are encouraged to attend the institute closest to their place of residence. Questions regarding this program should be directed to Thomas Neveldine, Supervisor of Training, at (518) 474-8917.

**Institute Sites and Dates**

| **Location** | **Dates** |
|---|---|
| Nassau County | July 17-21, 1989 |
| Syracuse | July 24-28, 1989 |
| Buffalo | August 7-11, 1989 |
| Dutchess County | August 7-11, 1989 |
| Westchester County | August 7-11, 1989 |
| Albany | August 14-18, 1989 |
| Suffolk County | August 14-18, 1989 |

HAVE YOU MADE YOUR PLANS FOR THE NYSFCEC CONVENTION?
**NOVEMBER 10th and 11th, 1989**
**SARATOGA SPRINGS, NEW YORK**

NEW YORK STATE FEDERATION OF CHAPTERS OF

# THE COUNCIL FOR EXCEPTIONAL CHILDREN

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## 1989

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# President's Message

Dr. Barbara Mallette

As I assume the presidency of the New York State Federation of Chapters, the Executive Board will be implementing some changes. The Executive Board approved the Executive Secretary position at its June meeting. The Board anticipates using this individual to streamline Executive Board business, seek outside funding sources, assist with convention planning and execution, and develop position statements regarding policy issues dealing with individuals with exceptionalities. A job description of this position is included in this issue of *THE FORUM*. Interested individuals should forward a letter of intent with a current vita to me.

Two other changes affect the membership of the Executive Board. Tom Assenza has completed his term as Past President. Although the Executive Board informally recognized Tom, I would like to formally thank Tom for his three years of dedicated service to New York State CEC. Tom's assistance with the 1988 Convention in Buffalo guaranteed the attendance of over one hundred fifty special education teachers and support service personnel! The Executive Board accepted with regret the resignation of Susan Caporale-Wahlert as treasurer. I wish Susan continued success as a special education teacher and newlywed. I hope Tom and Susan will continue to be involved in New York State as we approach the 1990s. The Board appointed Dr. Richard Lee as treasurer to complete the year remaining in Susan's term of office. I welcome Dick to the Executive Board and look forward to working with him.

To the outgoing president and current Past-President, Lyle Lehman, I offer a word of thanks for being the force behind the Board's reorganization efforts. I will continue to rely on Lyle for executive assistance as I become more familiar with the president's responsibilities.

I never imagined that I would be a member of the Executive Board (let alone President) when I volunteered my husband and myself as coordinators of the 1988 convention. I do not regret that decision; instead I am excited to be active in CEC at the state level. My goals for the upcoming year are to increase the membership of special education professionals employed in public and private service delivery agencies and at institutions of higher education. I seek not only to increase membership of these individuals, but also to increase their active participation in New York State CEC through membership on committees and through serving on the Executive Board. With the national CEC convention being held in Toronto in 1990, New York State has an excellent opportunity to make its membership visible. I look forward to your support at the national convention and also at our state convention in Saratoga Springs (November 10-11, 1989).

# VIEWPOINT

Throughout the year *The Forum* column "News from Albany" has shared new information from the Office for Education of Children with Handicapping Conditions (OECHC). One of the new programs that will begin in the fall of 1989 is the delivery of consultant teacher services. In recognition of the need for information sharing regarding the implementation of this initiation, we are planning a topical issue on the consultant teacher model. We are soliciting manuscripts that pertain to these issues. If you need additional information on developing your manuscript, please feel free to contact us.

We are also interested in starting a dialogue among professionals, parents and other individuals on issues, programs, or policies which impact individual's with disabilities. A column called "For'm and Agen'm" will adopt a point — counterpoint format. An issue will be identified and individuals can submit their viewpoints to the editors. Responses should be limited to 500 words. The first topic for "For'm and Agen'm" will be "The Regular Education Initiative: Who Will Benefit"? We urge our readership to respond to this issue and to suggest topics for future issues.

Sincerely,
Catharine J. Reynolds
Spencer J. Salend
Co-Editors, *The Forum*

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## Manuscript Submission

It is the policy of the editors of *The Forum* to encourage manuscripts from the field. Those interested in submitting articles for publication should consider the following:

1. All manuscripts must be typed double spaced on 8½ x 11 inch paper
2. Manuscripts should conform for style of presentation to the *Publication Manual of the American Psychological Association* (third edition).
3. Three copies of the manuscript should be sent to:

Catharine J. Reynolds
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New Paltz, New York 12561

Authors will be notified upon receipt of the manuscript. Manuscripts will be reviewed by field reviewers in terms of appropriateness for the journal, significance of content, writing style, and relevance to readers.

# Enhancing Opportunities for Parent Participation in Interagency Planning for Transition: A Case Study

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Effective cooperation between special education and adult community service agencies is a critical area in need of development nationally. Since 1983, the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS) has placed a high priority on the transition of youth with disabilities from school to work and community living. The impetus for this increased attention to the transition period is based on recent studies and reports documenting numerous problems youth with severe disabilities experience during this time. Inadequate preparation for adult life, ineffective interagency planning processes for transition, and limited efforts by professionals to involve families in decision making and planning for their child's future are problems commonly cited (Brodsky, 1983; Hasazi, Gordon & Roe, 1985; Johnson, Bruininks & Thurlow, 1987; McDonnell, & Hardman, 1985; McDonnell, Wilcox, Boles, & Bellamy, 1985; Wehman, Kregel, & Seyfarth, 1985).

The consequences of inadequate preparation and ineffective interagency planning for transition that includes families have resulted in significant post school adjustment difficulties for individuals with disabilities and their families. Reports of high levels of unemployment and underemployment (Bruininks, Lewis, Thurlow, & Larson, 1988; Halpern, 1985; Hasazi, et. al., 1985; Wehman, et. al., 1985), and limited access to community residential, recreational, social and transportation services (Bruininks, et. al., 1985; Calkins, et. al., 1985; Fifield & Smith, 1985) are common post school adjustment difficulties. These difficulties are particularly problematic for students with severe disabilities who often require multiple sources of support from community service agencies to achieve even minimal levels of integration into everyday community living. In many instances, services needed by these individuals are not available in the community and few attempts have been made by professionals to anticipate the post school service needs prior to the time of transition. Consequently many individuals with severe disabilities are placed on waiting lists that may span several years for both vocational and residential services (McDonnell, Wilcox, & Boles, 1985). The implications of these problems place additional responsibility, emotional stress, and financial hardship on families who must care for their children long into adulthood.

This article presents strategies for improving interagency planning and enhancing family participation in decision making related to the transition process for handicapped students. The present and future role of families in interagency planning for transition is also discussed.

### Need for Enhancing Parent Participation in Interagency Planning for Transition

Emphasis is currently being placed on the critical need for families to participate in interagency planning for transition. Once their child completes a formal school program, parents ultimately become responsible for advocating and negotiating for services within the adult service system. Unfortunately, little effort has been made to involve parents in the transition planning process despite the critical role they must play (Brodsky, 1983; McDonnell, et. al., 1985). Without an adequate understanding of what services are available locally, how to meet individual agency eligibility criteria successfully, and how to provide ongoing support and case management assistance, parents remain ill equipped to meet the transition needs of their child.

### Inadequate Transition Planning at the Local Level

A recent Minnesota study (Minnesota Department of Education, 1986) surveyed over 100 parents whose children were nearing graduation to determine the adequacy of transition services at the local level. The study found that:

- Fifty-one percent of the parents reported that Individual Educational Plan (IEP) goals and objectives related to the post school needs of their son/daughter were not being discussed with them.
- Parents felt strongly that their child should actively participate in IEP conferences related to planning for their post school experiences. However 43% of the parents reported that their son/daughter was not included in IEP conferences.
- Forty-three percent of the parents reported that post school plans were not being discussed with their son/daughter. Fifty one percent of the parents indicated that they viewed themselves as the primary individuals responsible for discussing post school plans with their child.
- Parents strongly agreed that the most essential individuals who should actively participate in planning for transition should include the student, their parent(s), special education teacher and vocational rehabilitation counselor. Too often, however, these individuals did not meet concurrently or waited until the very last year of the student's program to convene.
- Fifty-two percent of the parents indicated that they were not familiar with the types of community services available for their child following the transition from school. Further, parents were unsure whether the school or community service agencies was responsible for collecting and sharing this information with them.

A reflective comment offered by one of the parents participating in this study summarizes the feelings held by many parents, "The transition for parents is just as traumatic as for the child with a severe handicap—it is ultimately a passage feared and expected. . .".

### The Supply and Demand for Services is in Flux

There are other reasons why families should be actively involved in interagency planning for transition. The U.S. Department of Education estimates that between 250,000 to 300,000 students leave special education programs each year (Will, 1984). At the present time more than 60% of all special education students in the United States are between 15 and 21 years of age (Elder, 1984). The number of similar age cohorts will continue to expand into the 1990s. For parents and professionals alike, this means that there will be increased competition for already scarce resources and services in the community.

### Parents are Not Sufficiently Involved in Transition Planning

Recent studies have shown that parent participation during the critical transition years has been less than desirable (Bronicki & Turnbull, 1987; Goldstein, Strickland, Turnbull & Curry, 1980; Turnbull, 1983). Several reasons may account for this lack of participation. First, far too many Individualized Educational Program (IEPs) are completed prior to team meetings when parents most typically attend (Bronicki & Turnbull, 1987). If planning the future of an individual is to be a meaningful process, communication between parents and professionals must extend beyond the mere signing of a pre-written IEP (Morton, Everson, & Moon, 1987). Furthermore, typical communication patterns at IEP conferences may be unproductive. Student files are often incomplete so parents are asked to provide information that should already be contained in the student's cumulative records. Bronicki and Turnbull (1987) stress that information requests of this nature show disrespect for the parents and waste valuable time. Under such conditions parent interest in meeting with professionals no doubt diminishes over time.

Lynch and Stein (1982) also found significantly less participation in IEP conferences by parents of older students than by parents of younger children. Reasons for lack of parent involvement may be that expectations and options for participation are fairly rigid and parents are intimidated by the expertise of school personnel (Gilliam, 1979; Gilliam & Coleman, 1981). Other studies have concluded that parents do not participate in the IEP process because they are not perceived as, nor are they in actuality, equal and active contributors to decisions made regarding the educational needs of their child (Goldstein & Turnbull, 1982; Lynch & Stein, 1982). Recently, it has been suggested that limited participation reflects parental choice, and that parental involvement must be approached from an individualized perspective (Benson & Turnbull, 1986). Considerable attention needs to be directed to formalizing the roles parents must play in interagency planning for transition and in convincingly communicating the value of this role to parents as well as to the professionals who serve their children.

### Families and Interagency Planning for Transition: A Case Study

During 1986, Northeast Metropolitan Intermediate School District #916 in White Bear Lake, Minnesota, received federal funds from the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS), to develop a transition demonstration project for adolescents with severe disabilities. A central purpose of the demonstration project was to develop effective strategies and procedures to involve parents actively in all levels of educational decision making and planning for transition. The following discussion describes specific strategies developed and used by project staff to enhance the overall participation of parents in planning for transition.

### Gaining Administrative Support

Change and effective programming cannot come about as a result of teacher effort alone, but must instead rely on larger administrative and policy decisions for basic support. The successful implementation of planned improvements in interagency planning with parents requires that school policies, professional roles, supervisory decisions, program schedules, organizational logistics, and communication lines among and between school personnel and community service agencies be fully considered and in many cases modified.

Initially, school administrative staff were directly involved in project planning meetings and invited to attend interagency planning conferences with parents and community service agency representatives. Information and update reports of the project were also distributed to school board members. These fundamental strategies of informing and involving administrative and supervisory personnel have been important in supporting needed program changes.

Administrative support has been especially beneficial and necessary in order to: (a) promote the importance of interagency planning to all school personnel in the district to reduce misconceptions and potential resistance to proposed change: (b) modify program budgets to fund additional staff time required to plan and meet with parents during late afternoon and evening hours; (c) initiate contacts with community service agencies to encourage their commitment and participation in interagency planning meetings; (d) develop and implement system wide policies promoting parent involvement and participation in transition planning; and (d) conduct staff inservice programs to provide teachers and related service personnel with information on effective strategies on interagency planning for transition.

### Strengthening Community Service Agency Support

Effective interagency planning is also dependent on the support and involvement of a wide range of local community agencies. Therefore, emphasizing community level efforts to enhance interagency collaboration is important and necessary. It is at the local level that services must be planned and delivered if the goal of assuring that individuals have the option to remain in their own communities is to be met. Local needs and conditions vary across geographic regions.

Long distances between schools and community service agencies, differing economic conditions, and many other factors must be addressed and effectively managed at the local level. Decisions as to what types of present and future services need to be offered locally must be based on a comprehensive understanding of local conditions. Further, planning between education and community service agencies at the local level is needed to develop policies, practices, and procedures that assist parents in becoming familiar with the types of services available, meeting service eligibility requirements, and obtaining financial assistance.

One of the objectives of the demonstration project was to develop strategies to improve the effectiveness and quality of interagency planning for transition at the local level. An interagency planning team composed of personnel from special education, vocational education, vocational rehabilitation, county social services, community service agencies and parents were assembled to determine strategies that would improve transition planning among agencies. Planning team members initially focused on the general purposes of the committee and the role they would be required to assume. Initial activities committee members participated in included: (a) sharing information on the scope and types of services provided by each agency; (b) developing a written interagency agreement that listed actions individual agencies would undertake on behalf of students and their families; (c) developing written formats and planning forms to facilitate transition planning; and (d) developing informational resources for parents on services provided by community agencies represented on the planning team. The impact of these intensive efforts to strengthen local interagency planning for transition proved beneficial in formalizing linkages between community service agencies, improving the quality and frequency of meetings to develop student transition plans, and increasing the participation of parents and students in developing post school service plans.

### Articulating Guiding Principles for Transition Planning

During the early phases of the demonstration project, it was important to clarify and openly discuss with school staff the underlying principles which would be used to guide program development and make necessary improvements in interagency planning for transition. The intent was for the school staff to reach understanding and consensus on basic program philosophy which could be documented and referenced when differing perspectives arose.

Parents, community service agency representatives, and school staff were involved in shaping the program's philosophy and developing the following set of general principles to guide program development.

1. All students with severe disabilities will be treated with dignity and respect. The student has a right to make personal choices and decisions regarding his/her instructional program. Students will have opportunities for contact with nonhandicapped peers and the same rights as their peers. Students will also have opportunities to experience natural consequences within safe and reasonable limits and will be encouraged to raise expectations of themselves.
2. Program development must be based on what is acknowledged to be current "best practice" in educating students with severe disabilities. Curricula will be based upon the assessed needs of individual students, and assessment data must be used in decisions for daily instruction. All assessment and curriculum must be functional, chronologically age appropriate, and relevant to the student in his/her present and future environments.
3. Systematic transition planning should begin early in each student's educational career. Further, the school must take the initiative to plan for adulthood in cooperation with parents, school staff, and adult community services representatives who provide vocational, residential, social and recreational options. To assure that parents become informed consumers and decision makers in developing transition plans with their child, parent education and information on local services and service availability must be offered.

These principles force professionals and parents to think about the planning process itself and the decisions that are made and many times imposed on an individual's life. They redirect the focus of planning from merely making decisions about future placements in terms of physical setting, to looking at the benefits such placements have in the actual lives of individuals. For example, when planning where an individual might someday live, the planning team needs to consider a broad range of issues such as preferences the individual might have regarding the type of setting (apartment, house), where the person would like to live geographically (near family, close to work), with whom the person would like to live (family member, friends, alone), and types of support needed by the individual (live-in support, someone to help with budgeting). Contemporary perspectives on interagency planning for transition must continue to emphasize the importance of designing programs rooted in values and underlying principles that stress the dignity and self worth common to all people.

### Composition and Orientation of the Transition Planning Team

As students progress through their secondary school years, the IEP planning team must expand to include additional representatives from adult community service agencies. These new members are critically needed to establish a support system for the student and his/her family after school completion. During latter school years the team may include, but is not limited to, the student, family members, home room teacher (or school case manager), support staff, work experience coordinator, special education teacher, county case manager, vocational rehabilitation counselor, residential provider, and other professionals.

Staff of the demonstration project involve many of these individuals early in a student's educational career, beginning at age fourteen. Early planning allows professionals and parents to fully assess a student's present and future needs for service. Long range planning is important so that critical events such as making arrangements for appropriate employment and residential options and making applications for financial support (i.e., SSI) can be taken in stride instead of hastily planned in the last year of a student's school program. A time-event checklist shown in Figure 1, is used to determine when actions by appropriate team members need to occur. Check lists are useful, easy to develop, and contribute to the overall efficiency of planning and decision making for transition.

### Strategies for Involving Parents in Transition Planning

During the demonstration project there was a significant change in the role parents as well as students played in transition planning. For example, since 1986 there has been a 50% increase in parent attendance at IEP meetings. This increase has been principally due to the implementation of several strategies by school staff. Examples of some of these strategies include:

1. Schedules and meeting times have been made more flexible. Parents who are unable to attend can now call and have a meeting date and time changed. Teachers, rather than school secretaries, call parents to confirm meeting times, review meeting agendas and answer any pre-meeting questions. A planning worksheet has been developed (see figure 2) to provide parents an opportunity to comment on skills and behaviors that need to be addressed in their child's instructional program. Worksheets are mailed to parents one week in advance and discussed via phone with each parent prior to the IEP meeting. Parents make a significant contribution in the planning and decision making process with their input gained through this procedure.
2. IEP development has become a "planning"

FIGURE 1

**CHECKLIST ON TRANSITION MILESTONES**

| Age of student | Issue/Event | complete or not | person(s) responsible |
|---|---|---|---|
| 14-16 | Initiate transition goals and objectives on student IEP (age 14) | | |
| | Provide parents info. on parent and professional advocacy organizations | | |
| | Provide parents info. on roles of Human Service Agencies and other community services | | |
| | Familiarize parents with waivered services (eg. respite, in-home care) | | |
| | Provide parents info. on home instruction opportunities | | |
| | Provide parents info. on community leisure/ recreational opportunities | | |
| 17-18 | Provide training to parents on advocacy and case management skills | | |
| | Provide parents with info. on legal guardianship/ conservatorship | | |
| | Assist students in applying for a state identification card | | |
| | Familiarize parents with transportation options | | |
| | Assist parents in applying for a Human Service Case Manager, Voc. Rehab. Counselor and other services | | |
| 19-21 | Provide parents with info. about adult living arrangements | | |
| | Provide info. on financial assist. (i.e. Supplemental Security Income) and Medical Assistance | | |
| | Assist parents in arranging post school employment options | | |
| | Assist parents in arranging other post school supports/ services | | |

FIGURE 2

**PARENT PRE-IEP AND TRANSITION PLANNING WORKSHEET**

Here are some things you can do to prepare for your son/daughter's IEP and transition planning meeting.

1. Review your previous notes and the information presented in your transition planning guide.
2. Review your son/daughter's program plan from last year.
3. Review your son/daughter's long range goals. Use the matrix below to list any strengths, needs, goals and next steps you think are important to address in your son/daughter's transition plan.

| | STRENGTHS | NEEDS | GOALS | NEXT STEPS |
|---|---|---|---|---|
| AT HOME | | | | |
| AT WORK | | | | |
| IN THE COMMUNITY | | | | |
| FOR FUN | | | | |
| OTHER AREAS | | | | |

4. Write down any questions you want to ask in the space below and then take notes at the meeting.

rather than merely a reporting process. Transition goals and objectives are now written during IEP meetings with parent and professional input. Parent ideas and impressions about their child's school program and future service needs are discussed at meetings. No longer do parents experience the disappointment of merely reacting to predetermined transition goals and objectives at IEP conferences.

3. Parents are viewed as equal team members in planning. Professional jargon has been minimized and the focus of planning is on the skills the individual needs to function in the home, community, and classroom. Students are also included in the planning process. They are encouraged to speak on their own behalf and convey personal choices and preferences concerning their futures. Even if students have a difficult time communicating, their presence alone personalizes the planning process for the participants.
4. Information on adult community service agencies has been compiled and is made available to parents during IEP meetings. School staff have received inservice training on the array of adult community services available. Staff are now much more capable of answering parent questions about these services. Further, a parent advocacy guide is provided to each parent. The guide contains useful information on how to access available services and negotiate with community agencies when services that are needed by an individual are not presently available.
5. Transition planning meetings are jointly held with the individualized planning activities typically required by other adult service agencies. For example, when the time comes to develop an Individual Written Rehabilitation Plan (IWRP) and/or Individual Habilitation Plan (IHP) it is valuable to tie these planning meetings together. This reduces the total number of meetings required for an individual student and assures better continuity between agencies in the design of individual program plans.

### Summary

The active participation of families in interagency planning for transition is essential in assuring continuity between school and adult services. For many families, the fact remains that once their child completes school, parents must continue to serve as primary advocate and case manager. Parents with children with severe disabilities often face enormous challenges in attempts to assist their child in achieving the goals of employment, community living, development of social relationships, and participation in recreational and leisure activities. Negotiating and coordinating across agencies to access services can also be a very stressful experience for families. To help parents overcome these difficulties, more systematic and effective methods for engaging parents and students in interagency planning for transition must be developed.

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# Fresh Start: A Transition Program for Middle Level Students

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## NEED

Three years ago the need for a program to help seventh and eighth grade students with learning and/or emotional problems make a successful transition to high school emerged in our school district. In response to these needs, a transitional program, "Fresh Start", was developed to help these students be successful in high school. The high school was selected as the location for the class to ensure successful integration of the students academically and socially. This also was consistent with the literature which suggests that placing the classroom in a central location and mainstreaming students with appropriate academic skills are important factors in the successful integration of a special class into a regular high school (Bailey, 1982).

## PROGRAM PLANNING

Planning the curriculum for this class was completed by the special education teacher in conjunction with regular classroom teachers, thereby providing an integrated program with mainstream high school classes (Seidenberg, 1987). Entry level skills for Regents level courses needed to be developed so students could rejoin their peers. Guidance counselors also assist this process of assimilation by counseling students, coordinating services, and consulting with parents on long range plans (Rose, Friend, and Farnum, 1988).

## PROGRAM ORGANIZATION

First and foremost, it was important that the classroom reflect a typical High School class. Since the goal of this program is to return students to the mainstream, the intervention program was designed to mirror the types of programs to which these students will return. Consequently, the program follows the schedule of the high school. Classes are divided into a seven period day, with each period being 47 minutes in length. Courses reflect typical 7th and 8th grade curriculum and include classes in science, social studies, study skills, English and math. There is also a Fresh Start Study Hall offered to ensure that the student engages in constructive study activities.

Content and curriculum materials closely match those teachers are using at the 8th grade level in the building. Most of the materials selected are designed for students with learning disabilities. They are high interest materials written at a slightly lower reading level with the information condensed into manageable amounts.

Initially, reading instruction was given in small groups. As the program evolved, it became apparent the Fresh Start students also need instruction in organizational and time management skills. To address these additional needs, the reading instructional period was replaced with a course to teach study skills. The goal of the Study Skills course is to directly teach skills in the following areas — organization, time management, accuracy, completion of tasks and test taking. It also became apparent that the students needed strategies to help them manage the information they learned. Methods to improve short term memory such as mnemonic devices were also taught.

The course, Study Skills, is now a regular part of the Fresh Start program. So as not to jeopardize growth in reading skills, each day 15-20 minutes of the study skills class is designated specifically for sustained silent reading. Students select and read books from a classroom library which includes high interest and age appropriate stories and novels. Students are reinforced for completing stories with "Book Stars" placed on a bulletin board, next to the student's name. The bulletin board serves as an easy reference to show that each student is reading independently.

Additional emphasis on reading is given in English class with use of an anthology. Skills in reading are taught and evaluated with lessons and activities following the stories and poems presented. The result has been a shifting of the focus to reading for the sake of reading, and less for "instruction" purposes (that is, not to isolate reading only to teach skills). The students have not only improved their reading skills but are becoming motivated, interested and enthusiastic readers! They are learning to love books.

## MAINSTREAMING OPPORTUNITIES

Each year, in Fresh Start, there has been increasing opportunities for mainstreaming which means more homogeneous groups within the Fresh Start instructional classes. This eliminates the need for small grouping within classes.

Generally, most students are returning for a second year in Fresh Start but during that second year they are given the bulk of their academic instruction outside the Fresh Start classroom. This means that if a student enters Fresh Start in 7th grade, he or she will participate in mainstreamed classes in non-academic areas (Music, Art, Shop and Home etc.) and perhaps one academic class. But if that student returns for a second year, he or she takes all but one or two classes outside of Fresh Start.

Much of the success of mainstreaming can be attributed to the willingness of the total school staff and the range of classes available (Bailey, 1982). Currently, students from Fresh Start are mainstreamed into both Regents and skills level classes. To facilitate success in these classes, it is crucial that students are well prepared to meet the demands of a mainstreamed class. Homework becomes a very important area that needs a great deal of attention. Students, in general, enter Fresh Start with very weak or nonexistent skill in homework completion.

Homework completion skills are taught in several ways. Initially, parents are asked to set aside a structured time period for homework. Homework is assigned every night, no more than an hour's worth. The students are given homework assignment sheets to ensure assignments are recorded. Records of homework completion are kept and assignments are checked daily immediately following homeroom.

A homework record form used is a weekly sheet that includes the class list, with space for th date and coded assignments. It is then marked off as the homework folder of each student is checked. This service is an effective means of documenting improvement over a long period of time. It does require at least 10-15 minutes daily, preferably at a time early in the day. The weekly sheet also gives the students a visible means of seeing their own pattern regarding homework.

## IMPROVING PERFORMANCE AND MOTIVATION

Students are encouarged to be independent. To reach this goal, incentives, rewards and recognition are implemented to bring about desired charges in both motivation and performance.

These incentives include:

1. simple stickers used on a group chart
2. special recognition (titles)
3. a special bulletin board designated to show individual successes
4. coupons earned for homework or any other noteworthy achievements (behavioral and academic). The coupons are drawn once a week for a prize
5. a smile file

In addition to these incentives, rules and consequences are posted in the room. Students know what is expected and what the outcome will be for breaking a rule. Students are concerned with fairness and when rules are posted, energy is saved. Another strategy used in the room is simply to talk frankly with the students regarding their behavior, their interactions and their performance in class.

## EVALUATION

Students are involved in the evaluation process. At the end of the year, students provide input on whether they are ready to leave Fresh Start. Most often students are very accurate in their perceptions about their readiness to leave. Their perceptions usually match the recommendations made to the Committee for Special Education. In determining this, evaluations are made concerning:

1. the student's academic readiness including:
    a. grades
    b. general classroom performance
    c. work habits/homework skills
2. the student's socio-emotional readiness including:
    a. attendance
    b. classroom behavior
    c. degree of independence

Students are encouraged to attend the Phase I meeting with the CSE. Students are asked for input concerning their placement for the following year and for services that might need to be provided. Happily, we can report that each year sees an increasing number of Fresh Start students using the opportunity to attend these planning meetings. This suggests that the Fresh Start students are becoming more interested and more confident in having input into the educational planning for their future.

## SUMMARY

Fresh Start, a transitional program for students with learning and/or emotional problems has been successfully implemented. Students gain academic and personal/social competencies enabling them to be mainstreamed into regular high school courses. Location, support services, and curriculum matching all contribute to Fresh Start's power to positively influence student development.

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# Literature Review

by
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Stowitschek, J., & Salzberg, C.L. *Job success for handicapped youth: A social protocol curriculum.* Reston, VA: ERIC Clearinghouse on Handicapped and Gifted Children, the Council for Exceptional Children. $11.00.

In *Job Success for Handicapped Youth: A Social Protocol Curriculum,* Stowitschek and Salzberg have made a significant contribution in relating employment success of handicapped youth with the importance of social skills and social competence.

Reviewing the data and surveys of the Council for Exceptional Children, Stowitschek and Salzberg cite evidence that seems to indicate success, failure and job satisfaction of the mentally retarded in entry level jobs reflects the workers' achievement (or lack of it) in social job-related skills. The book addresses this challenge by analyzing current knowledge on social competence and employment. The book provides concrete guidelines, procedures and instrumentation for: assessing social skills, effective use of curricular guidelines, teaching social skills and individualizing the instructional process.

Employment is essential for independence and employment itself is a beneficial activity for handicapped persons. Yet, a review of the literature suggests the merit of Stowitschek's and Salzberg's premise: many handicapped workers lose their jobs for social reasons, not because of their inability to perform work tasks.

Persistent problems in teaching social behavior continually reappear. Social development cannot be taught as an isolated set of skills. Indeed, social behavior must nearly always be understood within the context of other behaviors. Another problem is the relationship between the condition under which a social skill is taught and the conditions in which it must be used. The design of the social vocational curricula, teaching methods, and evaluation procedures presented in this book address these problems.

Findings from twelve studies are incorporated in the identification of curriculum targets, training and assessment procedures and a review of social vocational instructional material. The authors stress that an important implication from the research is that one social skill curriculum will not fit all employment situations.

Much of the book focuses on models, designs and checklists to aid educators in identifying skills necessary for student mastery for success in specific jobs. Samples of detailed tailored lesson plans are provided. A final word of warning is included. The development of social skills in handicapped persons related to successful transition into the work force requires ongoing, possibly lifelong support. This ongoing dynamic process includes a variety of overlapping activities which sustain success.

The Work-at-School Curriculum Guide is carefully developed and details behaviors expected in category contexts. Twenty-two specific behaviors such as "following instructions" and "apologizing when appropriate" are detailed with fully developed explanations and sample dialogue responses. This section further develops behaviors and interaction instructions by creating dialogues typically used in specific jobs. Activities and practice dialogues are structured for several entry-level positions (such as cafeteria worker, fast food restaurant worker, dishwasher, etc.). Individual success is encouraged by developing student familiarity with everyday job-related social skills.

Some readers may argue that Stowitschek and Salzberg present a simplistic view of job success and its relationship with social protocol but even those readers will be impressed with the documentation and thorough development that the authors bring to their subject. Although the text includes a review of literature and strong base of theory, much of this is a practical workbook of "how to." The book presents its concepts and then creates a step-by-step work plan for the achievement of those goals.

The appendix is a collection of master forms for duplication. Included are the Social Screening Assessment form, the Rank Ordering of Students form, the Employer Interview form, and the Working Observation form. These are designed to be reproduced for use with the Social Protocol Curriculum and they make the book a handy, easy-to-use teacher reference. The most impressive feature of this text is its solid base in practical methodology. This is not an abstract book of theory but a realistically structured guide for specific classroom experiences.

The concluding bibliography is typical of this work. The entire piece has been constructed with thought, serious effort and a solid foundation of existing research. Timely and valuable, this work should be an integral part of the repertoire of tools of the professional who works with the handicapped.

## Executive Board Minutes

An Executive Board meeting was held on June 10, 1989 at Buffalo State College. Business highlights included announcement of Mini-Grants awarded, new treasurer appointed, a report from NYS-CASE, PAN update, discussion of the NYS Convention — 1991, and passage of an Executive Secretary position.

The board awarded mini-grants to the following people. Ann Joyce received one for her project "Assessment Procedures—Going Beyond a Test Score". The second one was awarded by Carol Brady and Joan Washington for their project "Using the Community to Foster and Enhance Integration activities for the Multiply Handicapped."

Richard Lee has been appointed to act as interm treasurer due to the resignation of Susan Caporale-Walhert.

Gary Pogorzelski, NYS-CASE representative reported that this division has been working hard to increase membership and work more closely with CEC. They hope to involve themselves more with state convention by obtaining speakers and setting up a CASE strand.

Larry Banco, PAN representative, offered an update on the Reauthorization of the Vocational Education Act (H.R.7). The subcommittee voted to remove all "set-asides" except those for woman. CEC still believes that handicapped services will receive a good deal of money from this bill. Larry also mentioned that June 30 will be the last day the New York State congress has to pass the Preschool (3-5) Bill.

The board voted to hold the 1991 state convention in the Buffalo-Niagara Falls area. The 1990 convention is being planned in the Long Island area.

Jed Luchow reported that national wanted the governors to have a national level renewal option. Some smaller states have difficulties obtaining a national representative. The states were asked for their input. The NYS Executive Board supported this option.

There will be a new position of the state board. The board will be looking for an Executive Secretary. This is a paid part-time position for someone who is organized and knowledgeable of CEC events and procedures. More information will be presented soon to state members.

The board thanked Lyle Lehman, President, Tom Assenza, Past-President, and Sue Caporale-Walhert for their hard work over the past two years.

The next board meeting will be held in September in the Buffalo area.

## *Professional News*

The following is a listing from the National Association Convention Calendar of upcoming events:

**September 24-26, 1989** — CEC/CCBD Topical Conference on Behaviorial Disorders • Charlotte, North Carolina • Contact: CEC, 1920 Association Drive, Reston, VA 22091-1589; 703/620-3660.

**October 4-6, 1989** — The Fourth International Symposium on Exceptional Children and Youth • Bangor, Maine • Contact: Department of Education and Cultural Services, State House Station #23, Augusta, ME 04333; 207/289-5950.

**October 21-25, 1989** — CEC/DEC 5th International Early Childhood Conference on Children with Special Needs • Minneapolis, Minnesota • Contact: CEC, 1920 Association Drive, Reston, VA 22019-1589; 703/620-3660.

**October 26-28, 1989** — 11th International Conference on Learning Disabilities • Denver, Colorado • Contact: CLD, P.O. Box 40303, Overland Park, KS 66204; 913/492-8755.

**October 28, 1989** — The Second New England Joint Conference on Specific Learning Disabilities • Brockton, Massachusetts • Contact: 340 Foster St., North Andover, MA 08145; 508/682-6154.

# NEW YORK STATE
# CEC CONVENTION 1989

## *EXCEPTIONAL EDUCATION. . .*
## *. . . TAKING THE INITIATIVE*

**at**
**The Ramada Renaissance Hotel**
**and**
**Saratoga Springs Convention Center**
**Saratoga Springs, New York**

**November 10 and 11, 1989**

## PROGRAM & REGISTRATION PACKET

# CONVENTION HIGHLIGHTS

| | |
|---|---|
| **FRIDAY, NOVEMBER 10** | DR. LEONARD BURRELLO<br>"HANDLING THE STRESSES OF SPECIAL EDUCATION ADMINISTRATION" |
| **COCKTAIL RECEPTION**<br>**6:30 - 7:30** | STATE UNIVERSITY COLLEGE AT GENESEO<br>Alumni and Friends — Cash Bar |
| **DESSERT and COFFEE**<br>**8:30 - 10:30** | Enjoy dinner on your own in one of Saratoga's excellent restaurants, then join your CEC friends for complimentary coffee and dessert at the Ramada Renaissance Hotel! |
| **SATURDAY, NOVEMBER 11** | JOYCE ANISMAN-SALTMAN<br>"LAUGHTER: Rx FOR SURVIVAL"<br>The speaker at our closing luncheon (which is included in your registration fee) is the witty and entertaining faculty member from Southern Connecticut State College. Joyce will help us see our work in a new way! |
| **DINNER AT THE TRACK** | Join the gang in a wonderful night at Saratoga's fabled harness races. This adventure will include dinner, admission to the races, and the opportunity to cheer for the winner of the New York CEC IEP Race! (They're Incredibly Exciting Pacers, folks!) |

## OFFICERS OF THE NEW YORK STATE FEDERATION OF CHAPTERS OF THE COUNCIL FOR EXCEPTIONAL CHILDREN

| | |
|---|---|
| *President* | Barbara Mallette |
| *President-Elect* | Jeannette E. Fleischner |
| *Vice President* | Horace Mann |
| *Secretary* | Patricia A. Holbrook |
| *Treasurer* | Richard Lee |
| *Past-President* | Lyle C. Lehman |
| *Governing Board Representative* | Jed P. Luchow |

## CONVENTION PLANNING COMMITTEE

Jeannette E. Fleischner, *Coordinator*
Lorri Gumanow, *Arrangements Committee*
Marjorie Elliott, *Exhibits Committee*
Sharon Cramer, *Registration Committee*
Jed P. Luchow, *Program Committee*

# SCHEDULE AT A GLANCE

## REGISTRATION

| | |
|---|---|
| **Friday, November 10** | 8:00 a.m. - 5:00 p.m. |
| **Saturday, November 11** | 8:00 a.m. - 10:00 a.m. |

## EXHIBITS

**Saratoga Springs Convention Center**

| | |
|---|---|
| **Friday, November 10** | 10:30 a.m. - 5:30 p.m. |
| **Saturday, November 11** | 8:30 a.m. - 1:00 p.m. |

## PROGRAM

**Ramada Renaissance Hotel**

**Friday, November 10**

9:30 a.m. - 10:45 a.m.
Concurrent Sessions

11:00 a.m. - 12:15 p.m.
Concurrent Sessions

LUNCH ON YOUR OWN

1:30 p.m. - 3:30 p.m.
NY State CASE Organizational Meeting

2:00 p.m. - 3:15 p.m.
Concurrent Sessions

3:30 p.m. - 4:45 p.m.
Concurrent Sessions

8:30 p.m. - 10:30 p.m.
VIENNESE TABLE AND COFFEE RECEPTION
Dessert with Us!

**Saturday, November 11**

8:00 a.m.
General Membership Meeting

9:30 a.m. - 10:45 a.m.
Concurrent Sessions

11:00 a.m. - 12:15 p.m.
Concurrent Sessions

12:45
LUNCHEON WITH SPEAKER

# New York State CEC Convention Program

## SPECIAL SESSION

### Friday, 9:30 a.m. - 12:15 p.m.

1. **Handling the Stresses and Pressures of Special Education Administration**

*Presenter:* Dr. Leonard Burrello, Indiana University

This will be a very practical session with many ideas and suggestions. The changing role of the Administrator of Special Education Programs will be discussed.

### Friday, 9:30 a.m. - 10:45 a.m.

1. **Children with Traumatic Brain Injuries — Where Do They Fit?**

*Presenter:* Ted Kurtz, SUNY Buffalo

Children returning to school following traumatic brain injury consistently exhibit behaviors which interfere with successful adjustment and re-integration. The session will explain the behaviors and suggest interventions.

2. **Scotopic Sensitivity Syndome**

*Co-Presenters:* Arlene Abramowitz, Sands Point, NY
Dr. Fern Moskowitz, Woodbury, NY

Scotopic Sensitivity Syndome is a distinct type of visual dyslexia. It is related to difficulties with light source, intensity, and color. 50% of those with reading difficulties suffer from SSS.

3. **Some Applications of Linguistics and Metacognition in the Classroom 1): Reading and Writing, and 2) Vocabulary Development**

*Co-Presenters:* Dr. Robert E. Kretschmer, Teachers College, Columbia University, New York. NY
Dr. Jean E. Wandel, LeMoyne College, Syracuse, NY

This session will include: 1) Teaching metacognitive strategies for pre-reading and pre-writing activities, 2) teaching semantic mapping and feature analysis with A-V examples, and 3) handouts with specific activities and examples K-12.

4. **Using Affection Training in Integrated Preschool Settings: Improving Social Skills through Motivating Motor Activities**

*Co-Presenters:* Phyllis Spiegel-McGill, Ph.D., Lecturer in Education, Skidmore College, Saratoga Springs, NY
Karen E. Diamond, Ph.D., Lecturer in Education, Skidmore College, Saratoga Springs, NY
Marcella Burrows, B.S., Assistant in Adaptive Physical Education, Skidmore College, Saratoga Springs, NY

The use of "Affection Training" in encouraging generalized positive interaction changes and a research report on incorporating affection training into related services in an integrated preschool will be presented.

5. **When Is the Learning Disabled Young Adult Ready to Go Away to College?**

*Co-Presenters:* Mrs. Mickey Metviner, P. D., Merrick, NY
Ms. Diane Metviner, Merrick, NY

Co-presentation by a sophomore currently attending a Community College who initially enrolled in a four year college distant from her home and her mother. The difficulties encountered by this LD student living away from home will be discussed, as will aspects of academic and emotional readiness of students to make transitions. Other taped interviews from leader's past students in college.

6. **Beyond Billingual: The Development of the Resource Room Model in the Multilingual Jewish Day School**

*Co-Presenters:* Dr. Jed Luchow, The College of Staten Island, CUNY, Staten Island, NY
Rabbi Martin Schloss, Director of Special Education Center, The Board of Jewish Education, New York, NY

As the result of a three year grant given to the Board of Jewish Education of Greater New York by the S.H. and Helen R. Schener Family Foundation, special education resource rooms have been developed in 19 Jewish Day Schools in order to assist students with learning disabilities in their Judaic and secular studies. A cognitive learning strategies model will be described with hands-on materials provided to all participants.

### Friday, 11:00 a.m. - 12:15 p.m.

1. **Stress and Support in Families of Young Handicapped Children**

*Co-Presenters:* Deborah J. Reed, Center for Child Study, Skidmore College, Saratoga Springs, NY
John Worobey, Associate Professor of Child Study, Cook College-Rutgers University, New Brunswick, NJ

Comparative studies suggest that parents of handicapped children experience greater stress than do parents raising typically developing children. Practical strategies aimed at reducing family stress and the use of social support will be discussed in light of these findings.

### 2. Awareness of Disability in Children with Head Injuries

*Presenter:* Marc P. Jacobs, Ed.D., Buffalo, NY

Head injured students have difficulty making realistic self-appraisals of their cognitive and behavioral impairments. This session details this problem and discusses implications for the successful return to school.

### 3. Demonstrating the Unicorn Board on the Apple IIe/II/gs

*Presenter:* Muriel L. Segal, Computer Resource, School 84, Buffalo, NY

The purpose of this workshop is to expose participants to four primary uses of the Unicorn board: expanded keyboard for running commercial software, programmable learning tool, augmentative communication aid, and recreational tool.

### 4. Arithmetic Learning Disabilities

*Presenter:* Katherine Garnett, Ed.D., CUNY-Hunter College, New York, NY

A look at the variety of arithmetic learning problems of mildly handicapped students. Discussion and demonstration of a range of teaching methods, materials, and special strategies.

### 5. Instructional Procedures for *Teaching Strategies* to Learning Disabled Adolescents: A Component of a SIRCL Model

*Presenter:* Thomas A. Mutch, Norman Howard School, Rochester, NY

The presentation is a working model of strategy instruction, based on need in a content subject, that is taught in the resource room and generalized into the content subject.

### 6. Ribbin', Jivin', and Playin' the Dozens: A Contemporary, Somewhat "Catch 22"

*Co-Presenters:* Herbert L. Foster, Ed.D., Professor and Coordinator, SUNY at Buffalo, Buffalo, NY
George Singfield, Director, Special Services Program, Gustave Hartman YM-YWHA, Bayswater, NY

Teachers' reporting of student behavior provides the bulk of the classification data for special education placement. Therefore, we will describe, explain, and discuss black streetcorner language and behavior - dozens, woofing, and pimp walking/ditty bopping.

### 7. Developing Effective, Agency-wide Programs in Human Awareness/Sexuality for People with Developmental Disabilities

*Co-Presenters:* Pamela S. Boyle, Susan Provenzano, Noreen Meditz, Jeannie Meditz, Barbara James, Gwen Rickenbacker
The Shield Institute, Queens, NY

This workshop will present information on the development and implementation of an agency-wide program to teach/train clients of a large developmental disabilities agency about issues of human awareness, sexuality and socialization.

## Friday, 2:00 p.m. - 3:15 p.m.

### 1. Understanding Our Kids — Straight from the Heart

*Co-Presenters:* Barb VanHerreweghe, Rochester, NY
Kathy McCarthy-Prouly, Webster, NY

A 35-minute slide presentation developed by eight families of handicapped children describe their lives, frustrations, joys and heartaches. After, we include a question and answer session to create a better understanding of our special needs children.

### 2. Determining Educational Priorities for Students with Dual Sensory Impairments through Curriculum-Based Assessment

*Co-Presenters:* Michael F. Glangreco, Ph.D., Assitant Professor, University of Vermont, Burlington, VT
Chigee J. Cloninger, Ph.D., Assistant Professor, University of Vermont, Burlington, VT

This presentation describe a curriculum-based assessment and planning tool for students with significant disabilities. The process is based on problem-solving techniques and environmental analysis. It can be used to assist in planning for regular class placement.

### 3. The Consultant Teacher Model: Is It Working at Your School?

*Presenter:* Sheila K. Hollander, Ph., D., Adelphi University, Garden City, NY

An open forum inviting audience participation in the discussion of the various formats of the consultant teacher model. Problems and promising practices will be noted. Guidelines for program implementation will be developed.

### 4. IEP Workshop

*Presenter:* Lois Sharzer, Curriculum Associates, Inc. North Billerica, MA

A workshop designed to give you new ways of approaching the task of preparing IEPs. Try our tested methods, and learn to do IEPs more easily.

### 5. RID — Reduction in Dropouts: A Public-Private Partnership for Dropout Prevention and Job Success

*Co-Presenters:* Joseph J. Wychunas, Special Education Department Chairperson, Peekskill High School, Peerskill, NY
Paul D. Lucas, Work/Study Coordinator, Putnam/N. Westchester BOCES, Yorktown Heights, NY

Margaret Salamon, Special Education teacher, Peekskill High School, Peekskill, NY

This session will present a successful three year funded cooperative project between private industry, county agencies and public schools for reducing the dropout rate of handicapped students while improving their employability.

### 6. Improving the Conceptual and Contextual Word Knowledge of Students with Learning Disabilities

*Presenter:* Effie P.M. Simmonds, Ed.D., College of Staten Island, Staten Island, NY

The session focuses on teaching vocabulary as a network of ideas. Three interactive techniques will be presented using content area material to demonstrate how teachers can build the conceptual and contextual word knowledge of students with learning disabilities.

### 7. Educating Students with Mild Handicaps in High Schools: A Teacher Training Model

*Presenter:* Linda Hickson Bilsky, Ph.D. (Session Leader), Co-Project Director, MA Program in the Education of the Mentally Retarded: Secondary Level Focus Project, Teachers College, Columbia University, New York, NY

Leonard S. Blackman, Ph.D., Co-Project Director, MA Program in the Education of the Mentally Retarded: Secondary Level Focus Project Teachers College, Columbia University, New York, NY

Leslie Cassuto, Life Skills Teacher and Transition Coordinator, Manhattan School for Career Development, New York, NY

Harriet Golden, Practicum Coordinator, MA Program in the Education of the Mentally Retarded, Teachers College, Columbia University, New York, NY

Jack LaRock, Principal, Manhattan Occupational Training Center, New York, NY

This session will explore issues involved in preparing teachers to work with students with mental retardation and other mild handicaps in secondary level programs. A program model will be described.

## Friday, 3:30 p.m. - 4:45 p.m.

### 1. Recognizing What is Special About Special Education

*Co-Presenters:* Nancy Funke, President, CEC Chapter 742, New York, NY

Mary McInerney, Brooklyn, NY

Chapter 742 was awarded a $300 grant by NYS CEC to initiate an end of the year awards ceremony honoring outstanding professionals and students in special education. The ceremony was held May 19, 1989. The results will be shared by the presenters.

### 2. Teaming for Creative Mainstreaming: A Planning and Decision Making Process for Meeting IEP Goals in the General Classroom

*Co-Presenters:* Chigee J. Cloninger, Ph.D., Center for Developmental Disabilities, University of Vermont, Burlington, VT

Virginia Iverson, Winooski School District, Winooski, VT

Kathryn Daniels, Addison Central Supervisory Union, Middlebury, VT

Susan Edelman, PT, Center for Developmental Disabilities, University of Vermont, Burlington, VT

Ruth Dennis, OTR, Center for Developmental Disabilities, University of Vermont, Burlington, VT

Bill Keogh, Center for Developmental Disabilities, University of Vermont, Burlington, VT

A process for local educational teams to plan the integration of IEP goals of students with intensive special education needs into general education activities.

### 3. District Level System Change

*Presenter:* Mary Beth Doyle, SUNY at Buffalo, Buffalo, NY

This session will focus on the process of change throughout one district in Western New York. It will concentrate on the implementation of best educational practices for students with severe handicaps with the assistance of the Severe Handicaps Technical Assistant Project.

### 4. A Hands-On Workshop in Lego-Technics and Lego/Logo

*Presenter:* Peter Esposito, Lego Corporation, New York, NY

Lego, one of the world's most popular toys, and Technics, those fascinating robots, now can be coupled with Logo to make robots, cars, machines and fantasy constructions which act on your computer command. This workshop shows you how this intriguing combination of Lego and Logo will help your children learn.

### 5. Directors' and Supervisors' Perceptions of the Supervisor's Role in Nonpublic Special Education settings

*Presenter:* John F. Szolnoki, Ed.D., Harrison, NY

Analysis of study done on degree of role conflict experienced among administrators of nonpublic special education schools found significant differences over role perceptions by directors and supervisors.

6. **Handicapism: Myths, Misconceptions and Mistreatment of Persons with Disabilities**

*Presenter:* John J. O'Kane, SUNY College at Brockport, Education Human Development, Brockport, NY

A workshop designed to help participants understand the sources and nature of their attitudes toward persons with disabilities and how to effectively counteract prejudice, discrimination, and stereotypes in the classroom,

7. **A Model for Verbal-Social Interaction Groups for Adults with Mental Retardation**

*Co-Presenters:* Leslie Faye Davis, M.S.CCC, Shield Institute, Bayside, NY
Mark Budde, M.S.CCC, Shield Institute, Bayside, NY

This program was designed to increase the client's awareness of his/her communicative style, as well as to encourage an individual style which is more socially appropriate and more closely approximates the client's chronological age.

### Saturday 9:30 a.m. - 10:45 p.m.

1. **Written Expression for Learning Disabled Children: A Process that Works**

*Presenter:* Barbara Ruth Peltzman, Ed.D., St. John's University, Division of Education, Staten Island, NY

This session will present a description of a process for teaching written expression to learning disabled children, grades 1-8. The steps in the process and samples of student's writing will be provided.

2. **IBM Courseware with Special Needs Applications**

*Presenter:* Helen Bistritz, IBM — EIS Consultant New York, NY

This presentation will provide an overview and demonstration of IBM basic skills courseware for use with students with special needs. Opportunities for hands-on experience with the software will be included.

3. **Teachers and Other Service Providers as Advocates**

*Co-Presenters:* Warren Gleckel, Buffalo State College, Buffalo, NY
David Page, Buffalo State College, Buffalo, NY

This session will describe why it is necessary for service providers to be advocates. Discussion will focus on characteristics of successful advocates, strategies for effecting change and suggestions for creating methods for support.

4. **TWO SHORT PRESENTATIONS**

A. Academic Program of Money Management Skills for the Emotionally Disturbed Learning Disabled Youth Adult

*Presenter:* Pradipta Chatterji, M.S., Binghamton, NY

The program will discuss the usefulness, development and implementation of an academic program for the emotionally disturbed/learning disabled young adult. Discussion will focus on the areas of assessment, specific curriculum development, implementation and evaluation.

B. **Uses of Technology in Special Education Teacher Preparation**

*Co-Presenters:* David M. Podell, Ph.D., College of Staten Island, Staten Island, NY
Leslie C. Soodak, Ph.D., Marymount College, Tarrytown, NY

Results of a national survey of special education teacher preparation programs will be presented. Programs were surveyed regarding their use of educational technologies in teacher education, the availability of technologies and faculty and student knowledge regarding the technologies.

5. **Use of Self-Monitoring for Generalization of Social Skills to Natural Environments**

*Presenter:* Dr. Anjali Misra, SUNY College at Geneseo, Geneseo, NY

This session will describe how the simple procedure, self-monitoring, can facilitate generalization of social skills from clinical or classroom setting to appropriate "natural" environments.

6. **Models the Work! Integrating/Mainstreaming Preschoolers with Handicaps**

*Co-Presenters:* Susan Zippiroli, United Cerebral Palsy Association of Western New York Childrens' Center, Buffalo, NY
Susan Mistrett, United Cerebral Palsy Association of Western New York Childrens' Center, Buffalo, NY

UCPA of WNY will present working models for the integration of preschoolers with handicaps and their nonhandicapped peers. Included will be a unique perspective on 100% preschool mainstreaming.

7. **Using Peer-Mediated Strategies**

*Co-Presenters:* Ms. Karen Giek, Special Education Teacher, Red Hook, NY
Ms. Miriam Roslyn Nowak, Special Education Teacher, Warwick Valley Central School District, Montgomery, NY
Ms. Eileen Tice, Special Education Teacher, Arlington School District, Arlington, NY
Ms. Nancy Jantzen, Special Education Teacher, Astor Learning Center,

Rhinebeck, NY
Ms. Elizabeth Reeder, Special Education Teacher, Highland Middle School, Highland, NY
Dr. Catharine J. Reynolds, Assistant Professor, SUNY at New Paltz, New Paltz, NY
Dr. Spencer J. Salend, Professor, SUNY at New Paltz, New Paltz, NY

Recently, there has been a growing emphasis on the use of peer-mediated strategies to reduce inappropriate behavior and teach academic skills. This presentation will offer educators the results of three studies to assess the efficacy of three novel peer-mediated strategies. Additionally, data on the effectiveness of the systems from the perspective of teachers and students and reasons for the success of the techniques will be presented.

### Saturday, 11:00 a.m. - 12:15 p.m.

1. **Choices and Challenges: Transition Planning**

*Co-Presenters:* Dr. Sharon Cramer, Buffalo State College, Buffalo, NY
Dr. I. Windell, Ex. Ed. Department, Buffalo State College, Buffalo, NY
Mrs. J. Watkins, Parent Network, Buffalo, NY
Dr. J. DeWaters, Ex. Ed. Department, D'Youville College, Buffalo, NY
Mrs. L. Pitzorka, Erie I BOCES, Lancaster, NY

The presentation will begin with a short review of New York State Law which provides the legal basis for planning for adult services. This will be followed by a simulation activity, in which participants will be divided into groups of four and the groups will take a student through the transition process. An anticipated outcome of the simulation will be a set of recommendations for modifications within the student's educational program which will facilitate his/her future transition into adult life. During the final phase of the presentation, a model Individualized Transition Plan (ITP) will be shared with the participants. The presentation will be supplemented by transparencies highlighting key concepts and several handouts including information on the law, a checklist of steps which should be followed during the transition process and a model ITP.

2. **Record Keeping and Monitoring of Student Progress Made Easy through Curriculum-Based Assessment Techniques**

*Presenter:* Karen A. Giek, Red Hook, NY

A variety of record keeping strategies employed to monitor student progress on IEPs will be discussed.

3. **Alpine Skiing for the Disabled in the Adaptive Physical Education Curriculum**

*Presenter:* Mary Ellen Snelson, Rensselaer, NY

Project STRIDE — a successful research-oriented program to provide alpine skiing instruction and field trips to school-aged children with disabilities as part of their adaptive physical education curriculum.

4. **Integration: One District's Experience**

*Co-Presenters:* Michael Glover, Assistant to the Superintendent. Albion Central School District, Albion, NY
Mrs. Betty Genter, Principal.
Mr. John Kish, 6th grade Teacher.
Ms. Lori Hesselson, Special Education Teacher, Albion Middle School, Albion, NY

While the philosophical battle regarding the integration of students with handicapping conditions continues in journals and departments of special education at universities, the Albion Central School District has implemented a unitary education program. The initial results may surprise you.

5. **Offenders with Handicaps: The Forgotten Minority**

*Co-Presenters* K.L. Curry, Ph.D., SUNY College at Buffalo, Buffalo, NY
William Schutz, PEOPLE, Inc., Buffalo, NY
Saundra Kraska, SUNY College at Buffalo, Buffalo, NY
Susan Fry, SUNY College at Buffalo, Buffalo, NY

Three interrelated projects will be discussed: 1) A literacy program for handicapped offenders: 2) an intensive Alternatives to Incarceration program: 3) Multi-media materials to train criminal justice personnel.

6. **Foster's Four Step Plan to Classroom Management and School Discipline: A Holistic Approach for the Professional Teacher**

*Presenter:* Dr. Herbert L. Foster, Professor and Coordinator, Concentration in Special Education, SUNY Buffalo, Buffalo, NY

Foster's Four Step Plan for Classroom Management and School Discipline is a holistic plan designed for the teacher who considers him/herself a professional and includes: 1) Understand and know yourself: 2) understand and know your students; 3) develop and master a discipline plan, or eclectic approach that fits your personality; and 4) develop a: a) holistic living system, b) multi-classroom curriculum, and c) a validation and reinforcing positive behavior system for your students.

7. **Teaching Critical Thinking Skills for Personal Decision-Making**

*Presenter:* Dr. Nancy Ellsworth, Assistant Professor
Department of Special Education
Fordham University, New York, NY

This strategy-based program, conducted as part of students' regular remedial curriculum, combines reading, writing and critical thinking skills.

**8. A Computer-Based Environment for the Special Needs Learner, K-12th Grade**

*Co-Presenters:* Dr. Florence Mann, Regional Supervisor, Bronx Technical Assistance Center, New York City Board of Education, Bronx, NY
Ms. Elizabeth Burton, Assistant Regional Supervisor, Bronx Technical Assistance Center, New York City Board of Education, Bronx, NY

A collaborative prototype involving IBM, New York University, and the New York City Board of Education. This project indentified and demonstrated how the use of interactive technology impacted on the cognitive and affective performance and achievement of students and teachers in the special education classroom, serving mildly to moderately learning disabled and/or emotionally handicapped students, K-12th grade.

## AWARDS LUNCHEON

12:30 *Speaker:* Joyce Anisman-Saltman
Assistant Professor
Department of Special Education
Southern Connecticut State College

Joyce's experience in education, therapy and comedy provided an outstanding background for her research on the therapeutic value of laughter. "Lots of good things happen to you when you laugh", she says.

Taking a lighthearted approach, this engaging speaker will deal with the importance of keeping a good-humored outlook while treating the problems of special education seriously.

***REMEMBER — LUNCHEON IS INCLUDED IN YOUR REGISTRATION FEE.***

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**Saratoga Springs, New York**

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Please indicate your registration category by placing a checkmark on the line following the registration fee for that category.

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# NYS COUNCIL FOR EXCEPTIONAL CHILDREN

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(students only) Triple — $66.00
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1. Reservations close 21 days prior to your function. If space is available after closing the date, reservations will be gladly accepted.
2. All reservations require a one night's deposit per room to be applied to any un-consumed portion of your stay, such as: Arriving a day late or departing a day earlier, unless changes or cancellations are made no later than 72 hours prior to your arrival date.
3. Gratuities will be added to your rate automatically on Modified and American Plans. They will cover Bellman, Maid and Banquet/Dining Personnel.
4. Check-in time is 3:00 PM. If you arrive earlier and your room is ready, you will be roomed.
5. Check-out time is 12:00 Noon.
6. Credit information:
   We honor MasterCard, VISA, American Express and Diners Club. We do accept personal checks for deposits.
7. Tax Exempt - Tax Exemption Certificates with Authorized Signature(s) should be sent to the Ramada Renaissance Hotel with the reservation.

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| ________ | ________ | ________ | 2 Double Beds, Two persons in room | |
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Mail this request early as reservations close 21 days prior to your arrival. Confirmations will be mailed upon request.

# *PLEASE JOIN US!*

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# Pursuing Excellence
# in
# Special Education

**November 1990**
**Mariott Hotel**
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Department of Exceptional Education
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# the FORUM

A Publication of The New York State Federation of Chapters of the Council for Exceptional Children

VOLUME 15, NO. 3 FALL 1989

# Exemplary Programs And Persons

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*The Forum* comes with membership in CEC and a New York State Federation of Chapters' chapter. Copies of *The Forum* are available for purchase.

CEC membership applications can be secured from *Regional Representatives*.

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# President's Message

Dr. Barbara Mallette

The last decade has seen the expansion of service delivery to persons with exceptionalities. Segregated programs continue to exist; however, integration of individuals with disabilities into the mainstream is a strong movement supported by parents and special education professionals. Implementation of the Regular Education Initiative continues to be debated in journals with much confusion regarding the roles of special education and regular education teachers. The consultant teacher model is being "test driven" this academic year as one attempt to implement REI in New York State. The potential for this model lies in the collaboration and networking among the parties involved. The next decade holds the promise of our using the consultant teacher model and other approaches to more efficiently deliver services to those in need.

As CEC enters a new decade, it is only fitting that the Federation change to meet the demands of the 1900s. The Executive Board had the foresight to recognize that entering the 1900s in a status quo state would not be enough to meet the increased demands of our members. To assist us with the execution of daily operations of our federation, Deborah Chicorelli has been hired as the Executive Secretary. Debbie assumed her part-time responsibilities the first of October. The Executive Board welcomes her and wishes her success! In assuming the responsibilities of the Executive Secretary, Debbie must resign as regional representative for the Albany area. Debbie and board members will be seeking a replacement representative to serve our members. Please refer to the vacancy announcement found in this issue of *The Forum.*

The Executive Board continues to work on restructuring our organization. Restructure of the board will allow the federation to executive necessary functions more efficiently. The final proposal will be shared with membership in the Spring.

Congratulations are offered to the recipients of this year's awards. Dr. Sharon Cramer received the Service Award; George Skinner received the Teacher of the Year Award. The dedication and commitment to services for individuals with disabilities displayed by these two individuals is commendable. Congratulations are also offered to the recipients of the 1989 mini-grants: Ann Joyce, Carol Brady and Joan Washington. The board wishes these three ladies luck in implementing their projects.

As outlined in my previous message, I hope to get more members involved in the federation and in the international organization. An opportunity for involvement has arisen! International CEC utilizes standing committees to formulate policies and execute decisions. Vacancies exist on nine standing committees. These committees meet at the annual convention and as needed. Please consider becoming more involved by nominating yourself or any interested member for these committees. Committee membership is a wonderful opportunity for New York State to be represented on an international level. Descriptions of these committees are included in this issue of *The Forum.*

Members of the New York State Federation of CEC have another opportunity to become involved at an international level. The annual convention is being held in Toronto April 23-27, 1990. For most federation members, Toronto is one of the closest convention sites (Baltimore in 1992 is the next closest site). I invite you to join us in Toronto to be both professionally and culturally stimulated.

# VIEWPOINT

This marks the end of our first year as Co-Editors of *The Forum*. As stated in our first "Viewpoint," we hope to continue to represent the diversity of professionals and programs in New York State. We feel that this current issue exemplifies that goal. The article by Rosati, Sarrett, and Staniszewski describes model programs related to supported employment. Ferguson, Fradd and Gard offer some valuable guidelines for teaching students whose primary language is not English. "Frankly Speaking" by Bromberg and Moss deals with sex education for individuals who have developmental disabilities.

We have enjoyed our first year on *The Forum*. The Editorial Advisory Committee and the column editors have been extremely cooperative and of great assistance. The response from our readership in submitting manuscripts has been most impressive. Keep sharing your varied ideas and programs through the *The Forum*.

Sincerely,
Catharine J. Reynolds
Spencer J. Salend
*Co-Editors*

---

## Manuscript Submission

It is the policy of the editors of *The Forum* to encourage manuscripts from the field. Those interested in submitting articles for publication should consider the following:

1. All manuscripts must be typed double spaced on 8½ x 11 inch paper
2. Manuscripts should conform for style of presentation to the *Publication Manual of the American Psychological Association* (third edition).
3. Three copies of the manuscript should be sent to:

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Spencer J. Salend
Co-Editors, *The Forum*
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# *PEER Regional Network Exemplary Models In Transition and Supported Employment*

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It is recognized that many individuals with disabilities have employment potential, but require a vast array of services to ultimately obtain and maintain employment. Although there are many vocational training and educational experiences available to many of these individuals, systematically planned transition to positions in industry and business is not usually available (Wehman, Kregel & Barcas, 1985). Frequently, students leave high school with little or no career counseling. These students are unaware of the skills needed for securing a job and becoming successfully mainstreamed into the community. Many remain unemployed and dependent on their families into adulthood (Hasazi, Gordon & Roe 1985; Mithaug, Horiuchi, and Fanning, 1985). Those adults with disabilities who do gain entry into publicly supported vocational services often experience low wages, few benefits, slow movement toward advancement, and segregation from their nondisabled peers (U.S. Department of Labor, 1987; Edgar, 1985). In the past, individuals with disabilities have been refused service due to perceived limited potential for gainful employment. Alternatively, employment options for individuals with disabilities have been limited to sheltered workshop placement or competitive placement without time for job site training and follow-up. As a result, earnings and benefits are low relative to persons without disabilities leading to a dependency on public subsidies for income. Further, many individuals with disabilities are unemployed or underemployed. Researchers in the fields of education and rehabilitation have consistently quoted a figure of at least 50% representing the number of individuals with disabilities who are without work (Funk, 1986; Hasazi, Gordon and Roe, 1985; U.S. Commission on Civil Rights, 1983).

The PEER Regional Network is a project which was begun October 1, 1986. It was developed for the purpose of improving the service delivery system for employing and educating individuals with disabilities in Federal Region II, which includes New York, New Jersey, Puerto Rico and the Virgin Islands. The means by which this goal is accomplished are through the evaluation and subsequent identification of Programs that are Exemplary in Education and Rehabilitation (PEER). The emphasis of the project depends on the priorities established by the National Institute on Disability and Rehabilitation Research (NIDRR).

During the first year of the three year period in which the project has been funded, the focus was on the validation of exemplary school-to-work and school-to-college "transition" programs. Special consideration was given to those programs which facilitate transition for youth with learning disabilities since these individuals represent the largest single group, and most rapidly growing in number, served in special education today.

Emphasis in the second year was on supported employment programs. The supported employment model is a novel approach for certain individuals with severe disabilities who could not maintain employment without ongoing assistance from a service provider responsible for employment support. Both training and follow-up services are provided to these individuals while on the job.

The third year of the project now includes those programs that enhance the employment possibilities for individuals with chronic mental illness. No single disability group has a lower employment success rate than do person with chronic mental illness. They experience more problems in adjusting to work than other individuals who comprise the general rehabilitation population (McCue and Katz, 1983).

### PEER Regional Network Model

Three objectives were established to achieve the mission of the PEER Regional Network: identification of exemplary programs, marketing of program information and facilitation of replication. The objectives are accomplished through a five step process beginning with program nominations, followed by the evaluation of programs, selection, dissemination and technical assistance. Described below is a summary of each of these steps.

### Nomination

PEER finds out about potentially exemplary programs through a formal nomination process. In general, nominations are submitted to PEER by professionals in the fields of rehabilitation and education who are familiar with a particular program and feel that the program should be identified as exemplary. Nominations come from program administrators, service providers and consumers. Further, nominations are submitted directly by program directors who feel their particular services are unique and deserve recognition. PEER also employs six consultants throughout the Region who recommend programs they are aware of in their geographic area.

### Evaluation

The evaluation of exemplary status begins by requesting detailed information from programs. Nominated programs are asked to complete the PEER Program Evaluation and Identification Form. This is a comprehensive questionnaire that was developed to assure a standardized evaluation of all participating programs. There are questions related to general program information, client/student outcomes, cost-effectiveness, types of services offered and materials available for replication purposes.

Once the evaluation form has been completed, the program data are analyzed and programs are rank ordered based on their success rate, cost effectiveness, self-evaluation capability, transferability potential, as well as comprehensiveness. Also, there is a separate rank computed for those programs that serve the learning disabled. All of these ranks are based on information provided from individual items in the form.

**Selection**

The actual selection of exemplary programs relies on the skills of a professional Advisory Board made up of state administrators, researchers, service providers and consumers. These individuals make the final decision about which programs are exemplary. The Advisory Board members are sent copies of the evaluation form with an assigned code number in place of program names for identification. This assures anonymity and that programs are judged only by the information they have provided. After careful individual review, the Advisory Board meets to discuss the coded programs. Based on these discussions, the Advisory Board will recommend preliminary exemplary status to the programs they deem worthy. After the Advisory Board makes their recommendations, a site visit by PEER staff is made to these programs. This is the final step toward awarding exemplary status. If, after visiting the program site and seeing the program in action, PEER staff agree that all information on the evaluation form is accurate, the program is notified of its exemplary status award. It then has the option to participate as a PEER exemplary program.

**Dissemination**

Information generated through the identification of exemplary programs is distributed in order to stimulate interest in replicating the model programs or key components. This constitutes the second major objective of PEER. Maintaining a targeted approach to information dissemination is vital to meet the unique needs of different user groups. Communication and marketing approaches include conference presentations, a newsletter, press releases, brochures and other material designed to reach educators, researchers, rehabilitation professionals, parents and consumers.

**Technical Assistance**

The third objective of the PEER Regional Network is to facilitate technical assistance between exemplary programs and those wishing to adopt exemplary practices and procedures. All exemplary programs have unique features that are worthy of replication. These features are highlighted in the descriptive material developed by PEER with the intent to assist schools, organizations and agencies to adopt, modify or expand upon their present programs.

### PEER Identified Exemplary Models

As of October 1988, PEER has identified eight exemplary programs. Listed below are brief descriptions of these eight programs and features that might be of interest to other service providers. Table 1 also includes the major features of each program.

The Association for Retarded Citizen's Project H.I.R.E. (Handicapped Individuals Requiring Employment) is a program that provides supported competitive employment opportunities to persons with developmental disabilities. Project H.I.R.E.'s clients are assessed and provided with pre-placement counseling, then placed in appropriate jobs. Once a client is placed, one-to-one job coaching is provided. It has been found that a job coach spends approximately 120-125 hours with each client. The coach's first task usually involves travel training so that the new employee learns to get to the job site independently. The coach then works with the client until the client has learned to perform each job task he is responsible for. Eventually the client works independently with the job coach available for follow-up and support as needed. Project H.I.R.E. has developed a comprehensive job coach training curriculum that has been successfully implemented at several other facilities. This curriculum is very detailed but less cumbersome than some other training strategies currently being used. Project H.I.R.E.'s individualized job related skills training and job development efforts are also worthy of replication.

Another supported employment program identified by PEER is the Job Development Program for Deaf Adults, a program of the Lutheran Friends of the Deaf, Mill Neck, New York. Since the program's inception of 1986, more than 170 deaf and multi-handicapped deaf adults have been placed into a variety of clerical, manufacturing and semi-skilled positions. One unique feature of this program is that staff offer instruction in sign language and work related signs for companies that hire their clients. The Job Development Program has developed a training package for employers to assist them while working with deaf and hearing impaired adults. They have also developed a handbook on supported employment for programs that are placing and training persons with hearing impairments.

Community Employment Services, a project of ENABLE, located in Syracuse, New York, is another supported program identified by PEER. This is an exceptional program in which any individual with a disability wishing to work at least fifteen to twenty hours per week can participate. The program's attention to evaluation procedures allows staff to match jobs to the clients' particular needs and make the necessary accommodations at the job site. Unique is the program's social skills training as well as its travel training procedures. Further, follow-along services continue indefinitely, independent of whether funding is available. These features as well as the methods used to interest employers in a variety of service and manufacturing jobs should be of interest to programs attempting to develop marketing and follow-along components.

As transition programs serve to facilitate the potentially difficult intermediary period between school or some other relatively restrictive environment (i.e. sheltered workshop) to competitive employment or college, PEER has identified Project RAGS as exemplary in meeting this criteria. Project RAGS (Reading Achievement through Garment Studies) was begun in September 1985 with twelve students attending the High School of Fashion Industries in New York City. These students have been identified as having learning disabilities but demonstrate above-average abilities in the areas of fashion construction textile design, illustration, display or interior design. Students receive on-the-job training experiences in the fashion industry for twelve hours per week and receive one-to-one job coaching provided by teachers and/or para-professionals at the job site. A special training program has been developed for these students that parallels the general education and vocational curriculum. Project RAGS has successfully satisfied its objectives, which are to reduce absenteeism, drop-out rates and law breaking behaviors and to increase the probability that these special education students will complete their high school education. The program is quite exceptional in that students participating in Project RAGS have the opportunity to attain marketable skills in preparation for gainful employment in the textile, apparel and retail industries.

Project S.E.E.D. (Salem County Special Education Employment Development Program) in Pennsville, New Jersey, is a rural transition program designed to implement a comprehensive approach to vocational preparation. Project S.E.E.D. has a detailed curriculum that focuses on the development of daily living skills, communication skills, employment preparation, specific career skills and an awareness of health and safety measures. The program also has a notable employment assistance component which is individualized and based on the student's preferences and abilities. Further, making work experience contingent on classroom attendance has helped to decrease the drop out rate by 30%. The students basic skills achievement scores in math, reading and spelling have substantially increased due to the use of a curriculum that is relevant to their after school employment and daily living activities. Project S.E.E.D.'s individualized employment assistance program is based on the student's preferences and abilities, and has increased the chances that the students will be gainfully employed.

Project ALIVE (Avenel Learning Institute for Vocational Education) is another exemplary transition program for secondary students in three area high schools in the Woodbridge Township School District of New Jersey who are classified as emotionally disturbed. The approach to education used by Project ALIVE incorporates a curriculum of unique strategies that are used to facilitate the learning of basic academic skills in the areas of English, Math and Science. Further, team teaching is used in selected topic areas to provide a more integrated cross-disciplinary approach to learning.

One special strategy used by Project ALIVE is the development and operation of a student run manufacturing corporation that produces mainly wood products for public purchase. Students are involved, not only in the manufacturing of these products but in the actual maintenance of a viable business. Another unique characteristic of Project ALIVE is an in-school suspension program that serves two purposes. First, it provides an alternative approach to discipline in which the student removes him/herself from the classroom to work in a self-contained, minimal stimulation setting. Second, when discipline by teachers is necessary, students serve their suspension time in the school setting rather than at home. Project ALIVE has documented that school attendance, mainstreaming and employment have increased dramatically as a result of this program while its dropout rate, law breaking behaviors and suspensions have decreased.

Another exemplary program model is the United Cerebral Palsy Associations of New Jersey's Employment Services. Located in Trenton, New Jersey, this is more than a supported competitive employment program for persons with developmental and physical disabilities. It is an employment service model which offers five in-house programs, each contributing toward enhancing the employability of individuals with disabilities. This agency has developed its own Project H.I.R.E. (Handicapped Individuals Requiring Employment) that is similar to ARC/NJ's Project H.I.R.E., serving primarily those individuals who are mentally retarded. In addition, this program has a transportation system which is available to program participants who are unable to access the public transportation system.

Rehabilitation Technology is another service provided within the employment service model. The program offers technical expertise to employers who want to make their buildings accessible to people with disabilities, or modify equipment for individuals with disabilities. Worksite modifications are accomplished by a rehabilitation engineer who travels to job sites via a mobile van unit equipped as a workshop. Another innovative feature of Employment Services is the development of formal marketing approaches to employers using local and national resources. These include the development of promotional brochures, video and slides. Further, the agency relies heavily on the use of a computerized client tracking system to collect client data and monitor progress in a timely, cost efficient manner.

Job Path, another exemplary program named by PEER, is a project of the Vera Institute of Justice in New York City. This special program is composed of three components, transitional employment, supported employment and employment development. The transitional employment component provides time-limited work experience and support for those who will make the transition to independent competitive employment. Participants are placed in public sector, non-profit or private work sites earning minimum wage or higher. Job Path's training consultants visit the work site twice a week to provide training and support for an entire year. If clients do not succeed with this limited support, they can be placed in a supported employment program where they can work competitively with ongoing assistance. For those who have participated in the transition component and have reached the end of the one year follow-along, the Employment Development program provides assistance with job-related and personal problems.

The key to Job Path's success is that it pays careful attention to the needs of the business community. Marketing representatives from Job Path look to the business community for guidance in determining which private sector positions are in demand.

Major Features of Programs

[illegible]

### Replicating Exemplary Programs

As stated previously, the primary purpose of PEER is to improve service delivery for persons with disabilities. This is accomplished by providing technical assistance to agencies interested in replicating exemplary programs or practices. Through the technical assistance process, PEER facilitates the exchange of information to interested agencies, organizations and schools. The special features of the exemplary programs discussed which are worthy of replication include original curriculum, unique training materials, innovative marketing approaches, formalized data collection procedures and specialized applications of rehabilitation technology.

The technical assistance process begins with a request for assistance by an agency. PEER then identifies an appropriate program that could provide the assistance. A letter of agreement is drawn up between the representative of the exemplary program, the adoptee program staff and PEER staff. This document describes in detail the actions to be taken, when the assistance will begin, when it should be completed and who is responsible for implementation. Generally, there are no fees for this service. However, if any costs are incurred, the amounts and responsibility for payment are specified in the letter of agreement. Once the responsibilities of all participants are clarified, technical assistance is implemented. Most often information is transferred via mail and/or phone. This generally includes duplication of materials or explanations of practices and procedures. PEER staff monitor the outcomes achieved by the exchange of information using a short-term and long-term evaluation.

The short-term evaluation measures the extent to which technical assistance has effectively facilitated the implementation of entire exemplary programs or program components. One year following the delivery of technical assistance, another evaluation takes place. This evaluation is intended to measure the long-term effects of technical assistance. Specifically, it measures the extent to which technical assistance has effectively brought about the program outcomes expected as a result of the implementation of the new or improved service delivery system.

### Summary

There is a recognized need for improving the employment potential of people with disabilities. Many rehabilitation agencies and schools have discovered, either through systematically adding new services or experimenting with new techniques, successful means of improving employment outcomes. PEER has tried hard to identify these programs so that others can learn from their experiences. The replication of established programs and practices often results in cost efficiency, well-chosen staff and time savings. There is no need to "re-invent the wheel" when developing or implementing new programs. Replication of effective models will undoubtedly increase the opportunity to serve many more people with disabilities in a timely and efficient manner.

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Reprints of this article and more detailed information about exemplary programs are available: Sheila Sarrett, Project Director, PEER Regional Network, Research and Training Institute, Human Resources Center, 201 I.U. Willets Road West, Albertston, NY, 11507. Programs interested in nominating themselves to PEER can also write to the same address for a nomination form.

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# Suggestions for Teaching Limited English Proficient Students

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Teachers in areas of the United States which are highly impacted by immigration such as New York, California, Texas and Florida are especially concerned about meeting the needs of limited English proficient (LEP) students. Both regular and special educators are seeing an increase in the number of LEP students in their classroom (McGuire, 1982). However, teachers in these and other states are rarely prepared to deal with the special needs of these students (Rigg & Hudelson, 1986; Salend & Fradd, 1985; 1986). In order to help make up for the lack of available training, this article provides a brief overview of suggestions teachers can use to promote the academic, social and linguistic performance of their LEP students.

**Providing Opportunities for Meaningful Communication**

Limited English Proficient students do not readily acquire new language skills unless their affective needs are met. To encourage LEP students to attend to others and to express themselves freely, teachers can observe the interactions in their classrooms to determine the times and the environments in which LEP students express themselves most freely. This information can help teachers in planning lessons, developing positive learning settings and minimizing threatening situations (Enright & Godiez, 1986). By increasing opportunities for classroom success, teachers can help students to become important contributing members of the group.

Teachers can provide frequent, meaningful opportunities for LEP pupils to use language for purposes of real communication. Purposeful communication involves much more than just language memorization and drill. Frequent opportunities which enable LEP students to communicate in order to achieve personal goals must be created. Social and academic goals may both be advanced by the opportunity to gain status as a teacher's assistant. Cooperative learning strategies such as peer tutoring can greatly increase LEP participation in interactive language learning. Student assistants also can provide LEP students with help in completing or reviewing learning tasks, and orient new LEP learners to the rules and procedures for participating in school activities.

**Developing Academic and Social Skills**

When students are provided comprehensible input in meaningful and purposeful contexts, academic and social language skills develop simultaneously. Settings in which reading, writing, speaking and listening are integrated with academic and social goals are considered optimal (Rigg & Hudelson, 1986). In cooperative learning settings, both academic and social skills develop naturally. These skills can be developed in a variety of ways depending on the age and interests of the students. For example, providing students with opportunities to observe and participate in activities which they later discuss and describe, can enable the group to develop a common experiential base, and an understanding of sequential order, cause and effect, categorization and organization.

Frequently, students who have not yet learned to write well in English can express themselves through drawings. Drawings can be titled or captioned, bridging graphic and written communication. They also can be organized to depict temporal conditions and changes, as in the sequences of a story, a math problem or a science experiment. Students should be given credit for the ideas they are able to communicate through their drawings, as abstracting ideas in any form develops students' ability to organize and conceptualize. Arranging pictures in sequence and matching pictures with words and phases also promotes written language development (Bermudez & Fradd, 1988).

**Encouraging Students to Take Risks**

Second language learners become fluent in the new language through trial and error as well as experimentation and practice (Rigg & Hudelson, 1986). Teachers who carefully note the factors motivating and reinforcing student communication are in an excellent position to encourage interaction and promote. When positive, purposeful interactions occur, mistakes should not become the focus of the interactions. Errors are a normal product of a student's willingness to attempt communication in a new language. As in the learning of any new skill, errors are to be expected and understood insofar as they provide the teacher with clues to developmental problems as well as progress. Teachers who do not accept errors will have difficulties in proving the non-threatening, positive, and purposeful learning environments essential for students' success. Teachers who focus on form rather than content move the student further from the goal of communicative competence and reduce motivation for learning. Focusing on form is an especially limiting approach for mildly handicapped learners who can learn to sound as if they are native English speakers without ever developing the cognitive skills needed for effective social or vocational participation in the real world (Garcia & Ortiz, 1988). Error analysis can be used to determne the level of students' cognitive development and linguistic proficiency and enables teachers to determine students' learning needs (Fradd & Weismantel, 1989). Encouraging students to take risks also is an essential part of developing both positive self-concept and productive learning strategies (Bermudez & Fradd, 1988).

### Recognizing Cultural Differences

The needs of LEP students also can be met by recognizing that virtually all LEP students were raised in cultures differing in some degree from the middle class, mainstream U.S. culture of most teachers (Fradd, 1987). Sensitivity to cultural differences can promote student interaction within the classroom (Celce-Murcia & McIntosh, 1976). The social environment in which a person learns a language is one of the most important facets of the language learning experience. Activities promoting meaningful and enjoyable social interactions, when coupled with teacher praise, have been shown to accelerate second language acquisition. Teacher/student and student/peer relationships can foster or inhibit classroom language usage depending on the interest cultural differences may generate (Trough, 1985).

Effective teachers consistently strive for cross-cultural awareness in communication and frequently check comprehension to ensure that the intended message is communicated. Informal cultural communication may involve such subjects as family life, favorite foods, or friendships. Teachers can create an appreciation of cultural diversity by eliciting students' ideas and perceptions concerning the ways that an item is made, or the way parents have of achieving a goal. Asking students to share personal experiences, descriptions of a system or a plan in the students' country of origin also can help create a multicultural perspective. "How do you celebrate a birthday?" is a typical question. "Please tell us about your school in Venezuela" is another. Effective teachers ask these questions as a natural part of involving the students and sharing information. A major benefit to the rest of the students occurs as they too become aware that there is a variety of ways to achieve the same or similar outcomes. Sharing experiences and perspectives encourages and enhances cross-cultural communication and understanding. The teachers' valuing of ethnic and cultural diversity is the key to positive interactions and risk-taking.

Cross-cultural communication can be viewed as a bridge to reaching the LEP student academically as well as informally. Teachers are often unaware of the ways students from other cultures may be constrained from manifesting behaviors considered desirable in the typical classroom. For example, in some cultures, children are taught to show respect by casting down their eyes and remaining silent in the presence of their elders. The opinions of such students may never have been elicited, and therefore they may not understand the concept of adult conversation or class discussion.

Basic knowledge of students' cultural heritage can be a critical factor in building that student's feeling of self-worth. Teachers who model the desire to broaden their own cultural and linguistic awareness are most likely to inspire such behavior in their students. Unfortunately, information on different cultures is not always available, and some of what has been published is not accurate. There are a number of sources of cultural information which can serve as resources for the teacher. One especially good resource is *Culturegrams* (Tyler, 1986), a series of booklets describing cultures around the world. Because cultures change as they come in contact with each other, having information on the specific cultures and customs of the target students is as important a general overview of the home country and language. Home visits and contact with leaders of ethnic organizations also may provide important information about the cultural background of students in question.

### Summary

While many teachers rarely receive even an introduction to the special needs of limited English proficient (LEP) students, there is an ever increasing likelihood that these students will be educated in most regular and special education classrooms. For this reason, information on how to meet these students' needs is essential. The needs of these students can be met by helping them build a positive self-concept, providing frequent opportunities for the exchange of meaningful information in both oral and written forms, avoiding the tendency to focus on error correction, encouraging students to share experiences and ideas and learning as much as possible about the LEP student's native culture.

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## Teacher Center —

# *FRANKLY SPEAKING: Taking A Position On Sex Education*

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### INTRODUCTION

Recent trends in the treatment of persons who are mentally retarded have included implementation of the principle of normalization in the delivery of services, as well as increased sensitivity to safeguarding the individual's civil rights (Brantlinger, 1983). The philosophy of normalization entails establishing patterns and conditions of everyday life for individuals who are mentally handicapped which duplicate as closely as possible the norms and patterns of mainstream society. As an outgrowth of this concept, there is growing realization that persons who are mentally handicapped have intrinsic rights to normal life-styles, including the right to develop and maintain responsible social-sexual behavior (Edmonson & Wish, 1975).

Society has always been inconsistent in its attitude toward the sexuality of individuals with mental retardation. On one hand, the mentally handicapped were supposed to have no sexual needs; on the other hand, they were believed to be sexually promiscuous and were segregated from the mainstream (Kempton & Forman, 1976). Society has traditionally withheld sexual information from the mentally handicapped based on the underlying premise that withholding the information would avoid sexual interest, activity, and pregnancy among these persons.

With the advent of deinstitutionalization, professionals concerned with the education of persons who are mentally retarded have increasingly stressed the importance of social adjustment as a desirable outcome of instructional programs. Social adjustment has been broadly defined as the ability to adjust to the demands of society. Included is the implication that a person must possess the capacity to function within a family setting, to interact socially in leisure time, and to cope with the social complications of performing in a work setting (Meyen & Retish, 1971). If individuals with mental handicaps are ever to attain these goals, sex education in the broader context of social-sexual functioning is essential.

Research has shown that individuals who are mentally retarded lack adequate information in the area of sexuality (Brantlinger, 1985; Edmonson & Wish, 1975; Fischer & Krajicek, 1974). This has led to difficulties in social-sexual functioning which makes the need for sex education programs obvious. However, to be effective, these programs must take into account the attitudes and values of the direct contact workers in the institutions where these programs are to be implemented (Mitchell, Doctor, & Butler, 1978). Since sexuality deals with feelings, attitudes, values, behaviors, and concepts about self, along with facts and information, attitudes are also conveyed, including the teachers' attitudes about their own sexuality and human sexuality in general (Meyen & Retish, 1971; Reed & Munson, 1976; Yarber & Cabe, 1981). Because individuals who are mentally retarded rely on others in learning situations, and because there rarely are clearly stated institutional policies concerning sexual behavior (Brantlinger, 1983), the need for the clarification of attitudes and goals becomes evident.

Since the development of sexuality is a continuous process spanning an individual's entire life, it does not begin and end in a sex education class. Rather, appropriate social-sexual functioning should be stressed across all situations. This implies that all staff members should reinforce appropriate behavior. The lack of consistency in dealing with students' inappropriate sexual behavior often results from staff discomfort in addressing any area of sexuality, including their own personal insecurity in discussing sexually-related information with students. Hence, staff training is a necessary prerequisite to the effective implementation of a sex education program.

Therefore, the broad training goals of the series of workshops described below was to foster attitude changes among staff and to encourage them to assume responsibility for appropriate social-sexual functioning of their students. Specific goals of the workshops included:

(1) desensititizing staff attitudes and making staff members more aware of their own sexual beliefs;
(2) increasing staff awareness of the sexual rights, needs, and responsibilities of their mentally retarded clients;
(3) increasing staff awareness of the need for sex education; and
(4) assisting teachers in formulating a perspective in viewing how sex education relates to the overall instructional program.

### IMPLEMENTATION OF STAFF-TRAINING

A series of staff-training workshops was designed for a vocational school for adolescents who are retarded. The workshops were given twice a week over a period of three weeks during lunchtime. Each workshop was forty-five minutes in duration and was attended on a voluntary basis. An average of twenty-five to thirty-five staff members participated in each session, the attendance increasing with each successive workshop.

The workshop utilized an inductive approach in modifying teacher attitudes toward the sexuality of their students, and toward individuals with mental retardation in general. Instead of listening to a lecture presentation, participants engaged in problem-solving activities. This allowed staff to draw conclusions by themselves and increased the chances of acceptance and implementation of the recommendations.

Diverse modes of presentation were used including film, audio-visual materials, small group activities, and discussions. The staff-training program was divided into five independent modules, each with its own specific orientation and goals, which combined to achieve the overall goals of the training program.

The initial activity emphasized developing communication among the participants, desensitizing them, and bringing their own sexual beliefs and attitudes to a conscious level. For example, "Sorting Out Sex" (adapted from E. Brantlinger, personal communication, December 1985), a card and board activity, allowed the participants to evaluate different sexual behaviors (e.g. rape, homosexuality, kissing, etc.) in terms of social acceptability and the parameters used to define such acceptability (see table 1, module 1).

Following this, an anthropological survey was used to examine sexual mores of different tribes and to compare them to those of the American society. Using this as a frame of reference, an activity was created to make teachers aware that: (1) one's attitudes toward sex and sexuality are primarily determined by one's parents and by society; (2) the way society expects people to act influences the way they will act; and (3) being sexual is different for individuals who are retarded. The film "Like Other People," created by members of the Spastic Society and the Society for Mentally Handicapped Children in London, was used to reinforce a more liberal view of the sexuality of handicapped individuals (see table 1, module 2).

A slide show accompanied by a musical tape comprised of common, sexually related stimuli in our environment was presented to the group as a means of emphasizing the importance of sex education. The need for clarifying and dispelling the abundance of misinformation and myths was discussed. In addition, those characteristics of individuals who are retarded, which make the acquisition of factual knowledge in the same manner as other students difficult, were examined. For example, students with mental retardation have limited reasoning ability; their low reading level limits access to factual information; and their development and practice of social skills may be confined by few opportunities for group activities, social outlets, and recreation. These factors underscore the importance of providing sex education for this population.

An additional activity gave the staff the opportunity to rehearse responding to anticipated questions and remarks from their students (see table 1, module 3). For example, the need to explain issues centering upon pregnancy and dating was addressed through responding to questions such as: "If a girl sits on a toilet after a boy has just used it, will she get pregnant?" or "If a boy has a girlfriend before marriage, will he go blind?"

Since there is no one appropriate curriculum to meet the particular needs of this population, several program packages were selected to give the staff an overview of the materials available. By involving the staff in the evaulation of curriculum materials, a vested interest in the implementation of sex education in the school was enhanced (see table 1, module 4). These curricula incuded:

(1) Edwards, J., & Wapnick, S. (1981). *Being Me. . .A social/sexual training guide for those who work with the developmentally disabled.* Portland, OR: Ednick Communications.

(2) Kempton, W., & Hanson, G. (1976). *Sexuality and the mentally retarded.* Second Edition. Santa Monica, CA: Stanfield Film Associates.

(3) Zelman, D., & Tyser, K.M. (1983). *Essential adult sex education for the mentally retarded.* Santa Monica, CA: Stanfield Film Association.

Role plays were used as a means of consolidating and applying all knowledge received during the workshop presentations. Through the use of simulated experiences, the participants were required to actively engage in the use of knowledge and techniques relevant to issues of sexuality and the mentally retarded (see table 1, module 5).

## OBSERVATIONS AND RECOMMENDATIONS

Initially, the participants appeared to be hesitant to discuss the topic of sex education and to express their personal feelings relative to the topic. Although the participants became more involved as the workshops progressed, the overriding concern among staff members remained the need for "recipes" for dealing with problems they encountered with their students. This need for tangible solutions and curriculum materials predominated throughout the sessions. There was a lesser tendency to explore the sexual rights and needs of their students.

The inductive approach was largely successful in getting participants to draw their own conclusions. In addition, exposure to differing viewpoints of coworkers made participants more aware of the continuum of sexual beliefs and values and how these can affect their interaction with the students. The small group activities were generally more successful than large group discussions in promoting interaction and comments among the participants.

The awareness preparation activities gave the teachers a sensitivity and prepared them to interact more with other participants in the workshops. The progression from dealing with sexuality in general to a narrower focus on sex education within the school gave staff members the necessary background information to observe the interplay and influence of their own values and beliefs in the evaluation of the various components of a sex education program.

The review of curriculum materials provided participants with insight into the fact that there is no one curriculum that would address all their needs. In order to formulate a valid curriculum that deals with the problems of a particular school, existing curriculum materials need to be adapted and modified.

Role playing was a meaningful culminating experience. Not only did it consolidate the information gained over the period of the workshops, but it also made the staff more aware of their own abilitities and discomfort in dealing with the sexuality of their students—specifically problems relating to inappropriate sexual behavior. The participants recognized that rather than ignoring the existence of inappropriate behavior because of their own personal discomfort in dealing with this sensitive subject area, students could be referred to another member of the staff.

Qualitative data on the impact of the workshops were obtained through the use of a brief, nine-item questionnaire which was completed anonymously by the participants. Staff members were asked to state whether the workshops had been beneficial and informative, and their suggestions were solicited regarding those aspects of the workshops that should be modified. They also were asked to comment on future directions for sex education in their school.

Seventy percent of the participants provided feedback. There was complete agreement that the workshops had been beneficial and thought-provoking. Comments such as: "I realized I must separate my beliefs and allow growth for the students" or "It vibrated the cobwebs of the mind on a subject that has to be dealt with at some time" were typical. The staff members were also unanimous in expressing the need for curriculum outlines and materials. The majority of the participants felt that the workshops had served to increase communication among staff members of the school.

Recommendations for the future included the sentiment that more time was needed to explore the issues raised. Staff members also wanted the workshops to have been more practical and to have focused more specifically on problems arising in the school through discussions about problems with particular students. In addition, the participants felt that implementation of a comprehensive sex education program serving all students would be an important step to solving problems related to inappropriate sexual behavior in the school. Participants called for administrative guidelines addressing the appropriateness of social-sexual behavior, and also wanted to see parental participation in the sex education program.

## SUMMARY

The lack of attention currently being given to sex education for individuals who are mentally retarded implies that teacher-training be given through inservice education. The workshop approach which combines interaction among the participants, dissemination of information, the opportunity to examine instructional materials, and situational problem-solving activities seems to be a meaningful one. However, future workshops should allow more time to cover the subject materials in greater depth.

Very few university programs for teacher-training include courses in sex education. A comprehensive approach to sex education has to provide courses in human sexuality for prospective teachers at the university level. As Renshaw (1973) states: "Only the informed educator can appreciate that comfortable sex education today prevents painful sexual dysfunction of tomorrow. Is it really that different from teaching the child to read in order to prevent illiteracy?" (p. 650).

The implementation of sex education requires a far broader scope than just the training of direct-contact workers. To achieve the goal of normalization, parental and community involvement will be necessary to maximize the social-sexual development of the mentally handicapped.

**Table 1**

**Overview of Workshops**

| | **Goals** | **Activities** |
|---|---|---|
| Module 1 | To evaluate parameters used in defining social acceptability of different sexual behaviors. | Sorting Out Sex: card and board activity |
| Module 2 | (1) To evaluate the basis of one's sexual beliefs and values. (2) To define sexual mores of American society and their application to the retarded population.<br>(3) To discuss how being sexual is different for retarded individuals. | Sex in New Guinea: cross-cultural anthropological survey |
| Module 3 | (1) To enhance staff awareness of the abundance of sexual stimuli in our environment and consequent need for sex education. (2) To provide practice in responding to students' misinformation. | Learning About Sex: slide show and musical compilation tape<br>Setting Them Straight: rehearsal activity |
| Module 4 | To evaluate instructional materials. | Completion of evalua- form |
| Module 5 | (1) To provide active rehearsal and practice in responding to potential problem situations.<br>(2) To develop a consensus of what sexual behaviors will be accepted or not accepted within the school. | Role play activity |

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*The authors would like to thank Cathy Papardveas for her assistance in developing and implementing the teacher-training workshops described in this article.*

## Literature Review

by
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In *How to Prepare a Research Proposal,* David R. Krathwohl (1988) provides concise guidelines on everything from formulating a research problem to finding federal and foundation funding. With competition for diminishing federal and state research dollars becoming increasingly competitive, the third edition of this book is both timely and important. The book's utility is not limited to research proposals only, but includes many "rules" of all good grantsmanship. This is particularly important for special educators who want to implement new programs and are seeking funding from outside of their school or agency.

New initiatives in special education are being funded more frequently through competitive grants. Innovation has inherent costs and the political climate of the nation indicates less willingness to sponsor projects merely because they are targeted for populations with disabilities.

Sections included in the book relate to general considerations, the preparation and submission of the proposal, aids to proposal preparation, and finding funding. Of special interest to the novice researcher is a complete section devoted to "beginners" and doctoral students developing dissertations. In this section, Krathwohl provides descriptions of his varied experiences serving on dissertation committees. He also shares the advice of former doctoral students and provides insights into the reasons for the success or failure of a dissertation. Suggestions regarding working with dissertation committee members, the general structure of the dissertation process and the oral defense are highlighted.

If this book were limited to only checklists, sample forms and resource guides, it would still be a valuable tool. However, the author's expertise is repeatedly illustrated through detailed explanations of many of the common pitfalls of grantsmanship. Topics covered include design considerations, "negotiating" the final budget with the awarding agency and the politics of grantsmanship. It is the inclusion of these relevant and practical suggestions which set this book apart from other manuals of this genre.

*How to Prepare a Research Proposal* is a carefully organized book. The writing is clear and leads the reader through the total proposal process incrementally. Charts, sample forms and checklists are included in order to illustrate the author's major points.

Separate appendices for additional readings, additional sources of information on federal funding and sources of information for foundation funding also are included. A glossary of proposal terminology also is provided.

The third edition demonstrates the myriad of reasons for this book's previous success. Functional, well organized, sensible and readable, this volume belongs in the library of everyone who has ever entered, or hopes to enter, the grantsmanship "game". Krathwohl's *How to Prepare a Research Proposal* is an investment in your grantsmanship skills which will undoubtedly pay dividends for many years to come.

Krathwohl, D.R. (1988). *How to Prepare a Research Proposal* (3rd ed.). Syracuse, NY: Syracuse University Press. $14.95

## Executive Board Vacancy

The Executive Board announces the following vacancy:

Regional Representative—Albany area (to fill out unexpired term of Debbie Chicorelli until June 30, 1991).

## *Executive Board Meeting*

A NYS-CEC Executive Board meeting was held on September 16, 1989, on the Buffalo State Campus. Board announcements and actions were as follows.

Pat Vacca was introduced to board members as the new Regional Representative from the Syracuse area.

Jed Luchow (Governor) announced that New York now has a membership count of 3029 national members. Congratulations. He also encouraged New York members to get more involved in National CEC by being part of a committee.

A budget will be presented to all NYS-CEC members at the Delegate Assembly meeting in November.

Mr. George Skinner of Medina, NY, was chosen to receive the NYS-CEC Outstanding Teacher's Award this year.

A "Night at the Races" is scheduled as part of the state conference this year. A dinner will be included. The cost is $25.00.

Jean Fleischner has officially resigned as President-Elect. Hank Mann will move up and take her place. Diane Berkell was appointed as interm Vice-President to take Horace Mann's place.

The board will support Mimi Robert's in her efforts to set up a subcommittee of TED in the NJ-NY area.

Sally Quinby has resigned as chairperson for DLD.

The board confirmed that it will still invite subdivision representatives to board meetings, but will not reimburse them for expenses.

It was announced that Debbie Chicorelli was hired as this year's Executive Secretary.

Debbie Chicorelli will resign as Albany Regional Rep.

The position of *Forum* Editor will be up for renewal this year. Anyone interested in the job should contact Barb Mallette.

In order to better benefit members Kathy Hargis will be putting together a state-wide survey concerning the state conference.

Barb Mallette commended all board members, officers and representative for the hard work over the year.

# Governmental Relations

by Larry Banco
Legislative Coordinator, N.Y.S. F.C.E.C.

### Washington Review

Appropriations:

Programs for the education of exceptional children were scheduled to receive only modest increases from Congress in fiscal 1990 appropriations. Slight increases were proposed for the basic grant program (P.L. 94-142), for the pre-school program and for the early intervention program. However, all the Education of the Handicapped Act discretionary programs (except Media and Captioning services) were not even allowed a cost of living increase. This is also true for the P.L. 89-313 program and the new program of Gifted and Talented Grants. CEC is seeking appropriations equal to the full authorization levels for all discretionary programs.

In addition, CEC is seeking the following figures for the formula and early intervention programs:

| | |
|---|---|
| State and Local Grant Program | $2,201.39 billion |
| Pre-School Grants | 379.00 million |
| Early Intervention Program | 90.00 million |
| Chapter 1 (PL 89-313) | 170.00 million |
| Gifted and Talented Grants | 20.00 million |

**Action Needed:**

Write to your senators and representatives supporting the afore-mentioned appropriations requests. e.g.; Senator Alfonse M. D'Amato, 520 SHOB, Washington D.C. 20510. Representative__________, House Office Building, Washington, D.C. 20515.

**Vocational Education** (Carl Perkins Vocational Education Act):

On May 9, 1989, the House completed action on its version of reauthorization of the federal vocational education statutes. The House bill proposed a series of changes in important sections of existing law. The reauthorization is titled: "Applied Technology Education Amendments of 1989" and carries the number "H.R. 7." For your information the House bill drops use of the term "vocational education" and substitutes the term "applied technology education."

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Provisions relating to students with disabilities:

1. Strong language that guarantees the participation of students with disabilities in vocational educational programs if it is written into their IEP's and Equal access is guaranteed. Also, due process procedures and least restrictive environment are protected.
2. Monitoring by State Education Department to insure compliance.
3. The 10 per cent set aside of funds to support participation of students with disabilities in vocational education is removed, as are all other set-asides except for retention of a setaside which combines support for promotion of sex equity and displaced homemakers.
4. 80 per cent of funds going to each state will be allocated to the local school districts (LEA's) with the remainder retained by the state agency. Distribution will be based on the following formula:

- 70 per cent based on federal education allocations under Title I for economically disadvantaged students.
- 20 per cent based upon the local district's count of students with disabilities served in special education.
- 10 per cent based upon the district's overall school enrollment.

5. Priority in the use of the funds should be given to those schools having the highest concentration of students with disabilities, economically disadvantaged and of limited English proficiency.
6. Monitoring of access to good quality programs. The promise of effective transition to employment and additional training will be provided by the State Education Department.
7. Further requirements for the needs of the disabled include:

**Governmental Relations**

- Coordination between appropriate agencies for services.
- Adaptation of curriculum, instructions, equipment and facilities to enhance full participation.
- Provision for guidance, counselling and career development activities on an ongoing basis and also 1 year before entering program about what will be available.
- The General Accounting Office is required to do a study over three years to evaluate implementation of the law.

CEC urges that the following critical objectives be incorporated into the next Federal Vocational Education Act:

1. Guarantee full participation to students with disabilities.
2. Maintain and reinforce the 10 percent set aside, with excess cost and matching requirement.
3. Develop quality vocational education programs for all students.
4. Preserve the funding integrity of individualized or specialized service delivery systems (i.e. vocational education, JTPA, vocational rehabilitation).

**Action Needed:**

Please write to your *senators* regarding this bill. It is now being considered in the Senate.

**Americans with Disabilities Act:**

The Senate has voted to adopt ADA by a vote of 76 to 8 and the House is in the process of preparing a bill for similar action late this year. The legislation would extend civil rights protection to the disabled in employment, housing, transportation and communication services. President Bush has already indicated that he would support the legislation.

**Reauthorization of the Education of the Handicapped Discretionary Programs:**

The House Democratic and Republican Staffs have each circulated a draft EHA reauthorization bill. The Senate has not yet introduced its bill. Additional information will be forthcoming.

## *Standing Committee Vacancies*

International CEC has announced a call for nominations for positions on standing committees. A description of the committees on which vacancies appear follows. Interested individuals should contact Barbara Mallette (Home: 716 595-2641 or Office 716 673-3204) by December first.

Credentials and Elections Standing Committee (five members). Purposes: (1) validate credentials of delegates and alternates at the CEC Delegate Assembly; (2) conduct elections which may become necessary during the CEC Delegate Assembly; and (3) develop procedures for the appropriate distribution and counting of votes in the CEC Delegate Assembly.

Ethnic and Multicultural Concerns Standing Committee (seven members). Purposes: (1) provide direction and recommendations to CEC in planning and decision making regarding services and programs reflecting cultural diversity (e.g., cultural conflict curricula, testing, labeling and placement issues, assessment of diagnostic practices, and assessment of the placement practices on a continuous basis); (2) identify, study, and suggest solutions to problems in special education affecting ethnic and multicultural groups; (3) encourage the recruitment and participation of ethnic and multicultural group members in CEC; (4) serve as advocate for ethnic and multicultural groups and dominant groups relative to exceptional children; and (5) develop and interface within and between ethnic and multicultural groups relative to exceptional children.

Finance and Operations Standing Committee (ten members: 3 CEC officers: SCEC immediate past president; plus six other members). Purposes (1) address the financial stability of CEC and the financial implications of services to members; (2) recommend to the Board action it should take on the program plan and budget; (3) consider price formulae for the Council's saleable items; (4) review financial policies on investments, bonding, and audits; and (5) consider the use of restricted fund monies; and (6) evaluate on an ongoing basis the administrative operations and policies, including pesonnel policies of The Council for Exceptional Children, and advise the Board of Governors.

Governance Standing Committee (five members). Serves as a governing council to CEC with the following purposes: (1) evaluate the manner in which the governance of CEC is conducted; (2) recommend policy revisions and operating procedures as necessary; (3) advise on ways to improve the representativeness and functioning of CEC's governance; (4) assure the Advocacy and Governmental Relations Standing Committee (seven members). Purposes: (1) advise the Board of Governors regarding CEC policies relating to governmental relations (executive, legislative, and judicial); (2) advise CEC staff in planning, developing, and maintaining a structure within CEC for governmental action; and (3) advise the Board of Governors regarding the need for design of appropriate studies concerning government and exceptional children.

Membership and Unit Development Standing Committee (seven members). Purposes: (1) survey, review, and be sensitive to the total CEC program as it impinges upon members individually, upon chapter, branch, federation, and division (subdivision) membership; (2) identify and study problems in the development of units; (3) act as a policy recommending body to the Board of Governors on all matters pertaining to membership; and (4) act in an advisory capacity in matters of an administrative nature affecting membership.

Professional Development Standing Committee (seven members). Purposes: (1) advise the Board of

Governors regarding CEC policies and activities relating to advancing professional development of CEC members and others involved in the education of exceptional children including but not limited to continuing education, conventions, publications, and research; (2) advise CEC staff in planning, developing, and maintaining structures within CEC for implementing professional development activities; and (3) assist CEC staff, when appropriate, in implementing professional development activities.

Professional Standards and Practice Standing Committee (seven members). Purposes: (1) advise the Board of Governors regarding CEC policies and activities relating to professional standards; (2) develop guidelines and other materials to assist the field in meeting CEC professional standards; (3) advise CEC staff in planning, developing and maintaining a structure within CEC for professional standards and practices program; and (4) from nominations received, determine the recipients of the Wallin and Hug Awards and any other awards and honors assigned to the commitee.

International Relations Standing Committee (seven members). Purposes: (1) advise CEC governance and staff with respect to CEC's policies relating to international relations; (2) advise CEC governance and staff about actions to further international relations and cooperation, including studies, exchanges, and meetings; (3) participate as requested in the development of convention programs and other professional activities and the preparation of printed and other materials related to international aspects of special education; (4) recommend appropriate relationships with international organizations and associations; (5) recommend ways to develop the information base of CEC respecting the education of exceptional children in countries throughout the world; and (6) suggest ways in which CEC may assist foreign visitors to the United States and Canada interested in special education programs.

## Professional News

**New Programs Around the State**

The Special Education Program and the Mid-Hudson Migrant Education Center of the State University of New York at New Paltz have received a 5-year grant from the U.S. Department of Education's Office of Special Education to offer a graduate training program to train professionals to work with migrant students with disabilities and their families. The program is tuition-free and students will receive a yearly stipend. At the completion of the program, students will obtain a Masters degree in Special Education with a concentration in migrant education and be eligible for New York certification in Special Education. Individuals interested in the program should contact:

Dr. Spencer Salend
Rm 307 Old Main Building
SUNY at New Paltz
New Paltz, NY 12561
(914) 257-2842 or 2965

The Graduate School of Education and Human Development at the University of Rochester has received a 3-year grant from the U.S. Department of Education's Office of Special Education to offer a graduate training program to train professionals to serve as special education teacher consultants. Full-time students accepted into the program will receive a substantial stipend and opportunities to apply the theory of consultation in practice through structured clinical and school experiences. At the completion of the program, students will obtain a Master of Science degree with a concentration in Special Education and be eligible for New York certification in Special Education (N-12). Individuals interested in obtaining additional information concerning this program should contact:

Dr. Linda J. Brent
University of Rochester
GSEHD - Lattimore 529
Rochester, NY 14627
(716) 275-5094 or 5050

**Upcoming Events**

Educators interested in establishing a joint New York-New Jersey subdivision of TED should contact Dr. Mimi Rosenberg at 201-527-2264. An initial meeting will be held on November 18, 1989 at Kean College, Down's Hall, Room A, from 12:00 - 2:00 p.m.

November 9-11, 1989, 1989 Pennsylvania Federation CEC Conference Holiday Inn - Center City, Harrisburg, PA. Contact: Dr. Patricia Seibel, Pioneer Education Center, 775 Dunster St., Pittsburgh, PA 15226; 412/571-7405.

November 29 - December 2, 1989, 40th Annual Orton Dyslexia Society Conference, Dallas, Texas, Contact: The Orton Dyslexia Society, 724 York Road, Baltimore, MD 21204; 301/296-0232.

## News From Albany

**New Alternative Testing Technique**

The Office for Education of Children with Handicapping Conditions (OECHC), the Division of Educational Testing and the Bureau of Mathematics have determined that certain pupils with handicapping conditions may be allowed to use a calculator on Regents mathematics exams. The purpose for this is to enhance the extent to which students with handicapping conditions are provided appropriate access to Regents programs in mathematics and an equitable opportunity to demonstrate high level competencies in mathematics.

## STANDARDS AND PROCEDURES FOR THE AUTHORIZATION OF CALCULATOR USE DURING REGENTS EXAMINATIONS IN MATHEMATICS

In unusual instances, the provision of alternative testing techniques for certain students with handicapping conditions may be extended to include the use of a calculator in order to provide an equitable opportunity to demonstrate acquired knowledge and abilities during Regents examinations in mathematics. This alternative testing technique, however, may only be authorized upon the approval of the Commissioner of Education, based on specified standards and procedures.

When approved, the examination will be administered in a separate location and calculator use will be restricted to addition, subtraction, multiplication, division, and square root functions only. The school district must ensure that, prior to administering the examination, the student is informed of the requirement to indicate the sequential operations necessary to complete items on Part II of the examination.

The standards for determining the need for the use of a calculator for students with handicapping conditions appear below. Authorization for the use of a calculator during the Regents Examinations is dependent upon an individual student meeting each of the following criteria in mathematics:

1. The student must be enrolled in a Regents mathematics course and must be working toward earning a Regents diploma.
2. The student's class performance and evaluative information indicate that the student understands the advanced concepts which are necessary to be successful in the Regents-level mathematics course to be tested.
3. The individual evaluation conducted by the Committee on Special Education indicates that the pupil's disability precludes, or severely limits, the student's ability to develop the skill to consistently and accurately complete calculations necessary for Regents-level competencies.
4. Class assignments and participation indicate that the student is able to demonstrate mastery of Regents-level mathematics concepts with the use of a calculator and that such mastery cannot be demonstrated without the use of the calculator.
5. The student has consistently and effectively used the calculator in special education and/or regular education mathematics courses as indicated on past, as well as current, Individualized Education Programs (IEPs).

For those students with handicapping conditions who meet the above standards and who also have the use of a calculator indicated as an alternative testing technique on the Individualized Education Program (IEP), the school must follow the procedures indicated below:

- A letter of application should be submitted by the student's building principal and must be signed by both the principal and the chairperson of the Committee on Special Education (CSE) indicating that the CSE has reviewed the request. In addition to the letter of application, the following information should be submitted:
  - Complete Phase I Individual Education Programs (Phase I IEPs) for the current school year and two previous school years, clearly indicating the student's academic achievement and learning characteristics in mathematics, all alternative testing techniques, annual goals, and long-term diploma goal.
  - Pertinent and current (within two years) CSE evaluations which demonstrate the need for such an alternative testing technique by including information regarding the student's computational skills with and without the use of a calculator, the results of Pupil Evaluation Program (PEP) tests and the Regents Preliminary Competency Test (PCT) and/or the Regents Competency Test (RCT) in mathematics, if available. These evaluations should also describe the manner and result of consistently providing this alternative testing technique in classroom test settings.
  - Complete Phase II Individualized Education Programs (Phase II IEPs) for the current school year and two previous school years which detail the student's mathematics program, including both the student's learning objectives in mathematics and the manner and extent to which a calculator is used by the student in instructional group settings and on tests, quizzes or examinations which are periodically administered to measure pupil progress.
  - A narrative statement including:
    - The age/grade at which student deficits in performing mathematics calculations were identified by school staff;
    - The duration, types, and results of remedial services which were provided to the student;
    - The age/grade at which the student's deficits in performing mathematics calculations were identified by the Committee on Special Education and the resulting individualized Education Program provisions;
    - The following information from the primary instructional staff member providing the Regents level mathematics instruction to the student:
      - The extent to which a calculator is used as a general instructional practice by all students in the course;
      - The extent and manner of calculator use by the student with a handicapping condition.
- Any other information which may ensure an appropriate determination is made by the State Education Department. This may include, for students declassified from special education but whose final IEP indicated continued use of a calculator

as an alternative testing technique, or for students with a current IEP who participate in regular education mathematics classes and have no current Phase II IEP mathematics objectives but require the use of a calculator as an alternative testing technique, an explanation of the submission of previous years' IEPs to document the need for this authorization.

The letter of application and required documentation must be submitted to the Bureau of Elementary and Secondary Testing Programs at least (6) months prior to the administration of the examination for which the alternative testing technique is requested. However, for the January 1990 administration of Regents examinations in mathematics, applications must be submitted by October 15, 1989.

A determination regarding the use of a calculator for Regents Examinations in Mathematics will be made by the Bureau of Elementary and Secondary Testing Programs, based on recommendations from the Office for Education of Children with Handicapping Conditions (OECHC). The Bureau will notify the school of its determination. Approval for the use of a calculator as an alternative testing technique will apply to all Regents Examinations in Mathematics and any necessary re-administrations of such examinations, without the submission of additional applications to the State Education Department.

Questions regarding the standards and procedures for this new alternative testing technique may be addressed to:

Bureau of Elementary and Secondary Testing
Programs
Room 771, Education Building Annex
New York State Education Department
Albany, NY 12234
(518) 474-5099
or
OECHC - Division of Program Development
Room 1069, Education Building Annex
New York State Education Deparrtment
Albany, NY 12234
(518) 474-8917

## Announcements of Awards

Dr. Sharon Cramer is the recipient of the 1989 Service Award. Sharon is an assistant professor in the Exceptional Education Department at SUNY College at Buffalo. Dr. Cramer has been extremely active in New York State CEC as a regional representative for the Buffalo area and as the registration chair for the 1988 and 1989 New York State Conventions. In addition, Sharon is the subdivision representative for TAM. Sharon has also spearheaded a regional conference on siblings of persons with handicaps. Her commitment to providing quality conventions, conferences, and services for students and professionals is remarkable. Congratulations Sharon!

Mr. George Skinner is the recipient of the 1989 Teacher of the Year Award. George is an Option I teacher in the Medina School District. Mr. Skinner has twenty-five years of service within this school district. He has been the impetus behind establishing a Boy Scout Program for his students. In addition, George developed a tutoring program that has received both state and national recognition. He also maintains involvement with the Orleans County Association for Retarded Citizens. The level of dedication George brings to his classroom is truly deserving of this award. Congratulations George!

## Announcements of Mini-Grants

Ann Joyce, a psychologist at Watervliet School District, is the recipient of a 1989 mini-grant. Ann will use mini-grant funds to improve the quality of special education programs by expanding her assessment procedures. Good luck with your project Ann!

Carol Brady and Joan Washington, teachers at the Connie Lekas School is Brooklyn, are also recipients of a 1989 mini-grant. Carol and Joan will use mini-grant funds to establish a bowling program for students with multiple handicaps. This bowling program is one attempt to integrate these students in an adaptive physical education class. Good luck with your project Carol and Joan!

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# President's Message

PASSION. No other word can describe the pervasive sentiment that existed at the General Membership Meeting held at the New York State CEC Convention in Saratoga Springs. Much discussion, heated at times, centered around the budget and Executive Secretary position. Proponents and opponents of these two items argued their positions passionately. As the presiding officer, I felt as if I was on the "hot seat" for an hour and a half. With the passing of time I can now reflect on that meeting from perhaps a different perspective. I can now fully appreciate the passion that each participating member exhibited. The intensity of commitment to CEC, especially to the New York State Federation, was evident. The memory of that intensity still lingers.

As I continue to review the occurrences of the membership meeting and the state convention in general, one thought reappears frequently: that individuals who choose to be actively involved in a professional organization are passionate people. That is, these people allow the spark of their commitment to the delivery of services to individuals with special needs to be fueled by getting involved with their profession. Perhaps all special educators are passionate, are committed to the betterment of our students and/or clients. I want to believe that each of you as members of CEC are passionate. Your passion may exist as a dim flame because the demands of your position are asphyxiating it. Your passion may lie dormant because you have chosen to not be involved or to be involved at a shallow level with your profession or professional organizations. The pressures on our time are only increasing. Please consider squeezing CEC and your New York State Federation into your life. Become more involved with your local chapter, your particular subdivision(s), your regional representative, and your executive board. Consult the call for nominations section of this issue of *The Forum*. Let your New York State CEC Federation rekindle your professional passion.

As the 1980s come to a close and we approach 1990, I wish each of you continued personal and professional growth. One can only hope that we continue to employ the best instructional practices possible with our students and/or clients.

Dr. Barbara Mallette
*President*

# VIEWPOINT

With a growing membership of over 3,000, The New York State Federation of Chapters of the Council for Exceptional Children is one of the main vehicles for voicing the concerns of special education professionals in New York State. As such, it is vital that the organization reflects the concerns, viewpoints and successes of the membership. There is ample opportunity for membership involvement through various activities listed in this issue such as responding to the call for nominations, submitting a mini-grant proposal, attending or presenting at the state conference, or contributing an article to *The Forum*. For example, a successful strategy used in your classroom would be an excellent topic for an article, a presentation or a mini-grant proposal.

In this issue, we introduce a new column called "For 'm and Agen'm". This column uses a counterpoint format to establish a dialogue among professionals, parents and other individuals regarding issues, programs, or policies which impact individuals with disabilities. Two members, Sheryl Sturtz and Henry Colella have contributed responses for first "For'm and Agen'm" entitled, "The Regular Education Initiative: Who Will Benefit?" In light of the new teacher consultant services in New York State, the next topic for "For'm and Agen'm" is Teacher Consultant Services: Promising or Problematic?"

Please consider submitting a manuscript of no more than 500 words.

Sincerely,
Catharine J. Reynolds
Spencer J. Salend
*Co-Editors*

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## Manuscript Submission

It is the policy of the editors of *The Forum* to encourage manuscripts from the field. Those interested in submitting articles for publication should consider the following:

1. All manuscripts must be typed double spaced on 8½ x 11 inch paper
2. Manuscripts should conform for style of presentation to the *Publication Manual of the American Psychological Association* (third edition).
3. Three copies of the manuscript should be sent to:

Catharine J. Reynolds
Spencer J. Salend
Co-Editors, *The Forum*
SUNY/The College at New Paltz
307 Old Main Building
New Paltz, New York 12561

Authors will be notified upon receipt of the manuscript. Manuscripts will be reviewed by field reviewers in terms of appropriateness for the journal, significance of content, writing style, and relevance to readers.

# The Use of Accommodation Strategies Approved with Mainstreamed Secondary Students

Mark Posluszny
Associate Professor
Exceptional Education Department
State University College of New York at Buffalo

For many students with mild handicaps at the secondary level the instructional setting deemed least restrictive and most appropriate is the regular content area class. Typically, students with mild handicaps at the secondary level are mainstreamed for the greater portion of the school day and spend a limited amount of time receiving special educational services. Larrivee (1985) reported that mainstreamed students whose home base is the regular classroom received a mean of only 2.1 hours of resource room assistance per week. Based upon a 25 hour school week, this translates to 92 percent of the school day in the regular classroom.

At the secondary level, success in school involves meeting the requirements of regular class teachers in content area subjects. These requirements typically involve reading and studying material from content area texts, note taking, and completing various types of out-of-class projects and reports. Many students who are mildly handicapped are not able to meet one or more of these requirements (Mercer & Mercer, 1989). As a result, a disproportionate number of junior and senior high school-aged students receive low or failing grades and eventually drop out of school (U.S. Department of Education, 1988).

**Remedial Instruction Approach**

Given this situation, secondary level resource room teachers are faced with the perplexing problem of determining how to best meet the needs of their students. Noting that students with mild handicaps may exhibit deficits in basic skills in reading, math, and spelling, many resource room teachers use instructional time attempting to remediate these skill deficits (Lerner, Evans, & Meyers, 1977; Wells, Schmidt, Algozzine, & Maher, 1983). This approach has not proven beneficial as it has not contributed to the development of skills to a level that is necessary for students to meet the subject demands in mainstream classes (D'Alonozo, 1983).

**Life Skills Approach**

A second possible method of meeting the needs of these students involves instruction on skills that will help students meet the demands of everyday life (Brolin, 1978). Instructional time is used to develop skills related to career, vocational and applied life situations. Although such functional approaches are frequently necessary and important for future functioning of students outside of school, they do not help students succeed in the classes in which they are mainstreamed. Using this approach, students may be developing all important skills, however, they may continue to fail in content area classes.

**Learning Strategies Approach**

A third possible manner of meeting the needs of students with mild handicaps at the secondary level is by teaching them to use a variety of learning strategies. As learning strategies specialists, teachers assist students in identifying and using techniques, principles, or rules that will facilitate their acquisition, manipulation, integration, storage and retrieval of information across situations and setting (Alley & Deshler, 1979). Although this approach appears to be an ideal way to meet the needs of students with mild handicaps in mainstream settings, there are problems with this approach. First is the amount of time necessary to develop effective learning strategies. If students are receiving special education services for only a short amount of time each day, it can be expected that it will take considerable periods of time to develop effective learning strategies. As they are developing these skills, the expectations and requirements of content area teachers are still in effect. It is unlikely that learning strategies in the initial stages of development will be sufficient to help students meet these demands. Second, even if learning strategies are developed in the resource room, there is low probability that these skills will automatically generalize to content area classes. To ensure that these skills are used in content area classes, generalization procedures must be incorporated into instructional programs designed to develop learning strategies. Finally, despite the intuitive logic of a learning strategies approach, there is little empirical research demonstrating significantly improved school performance with a learning strategies approach.

**Tutorial Approach**

A fourth approach that relates directly to the needs of students in mainstream classes involves the provision of tutorial services by the resource room teacher. Although this approach would assist students in meeting the demands of content area classes, there are two major drawbacks. First, there is insufficient time for resource room teachers to assist all students in all content area subjects. Second, it is not likely that resource room teachers are prepared in or knowledgeable about the content of all subjects areas at all levels of secondary education. Thus, it would not be practical for them to attempt to meet the needs of all students by merely tutoring students.

As so often is the case, many secondary programs operate on the assumption that the appropriate content for student with mild handicaps at the secondary level is the regular curriculum, and the least restrictive environment for the student is the regular class. Although this assumption may be valid for many students with mild handicaps, it is well known that the characteristics of these students vary considerably. In all situations, the content of the curriculum and the instructional approaches used with the student should be matched on an individual basis to their learning and behavioral characteristics.

For students with mild handicaps who are appropriately mainstreamed in one or more classes, the expectations of parents, students, administrators, and regular class teachers are that special educational services will result in improved performance of students in regular content area classes. Given this expectation, it is imperative that all teachers at the secondary level utilize intervention approaches and strategies that increase the likelihood of students success in content area classes. Although the instructional approaches previously discussed have potential for doing so and may be warranted for some students, it is unlikely that any one or combination of them will adequately impact the performance of students mainstreamed into regular content area classes. An effective way to assist students enrolled in mainstream classes and meet this expection, is to have special and regular education teachers facilitate content area teachers in the use of accommodation strategies.

### Accommodations Strategies Approach

As defined by Marsh, Price and Smith (1983), "accommodation may be considered as any of a variety of methods of adapting and adjusting school organization, curricula, or instructional methods to the learner that is part of a circumventive effort for students" (p. 357). The goal of accommodation is the identification and utilization of techniques that facilitate the students' mastery of content knowledge and demonstration of competency in content specific classes. Since it is expected and hoped that students mainstreamed in content area classes will be successful. Accommodation approaches are consistent with the goals set forth for many students with mild handicaps.

Specific accommodation techniques and strategies for mainstreamed students at the secondary level can be sub-divided into three distinct categories; (a) those that are primarily administrative, (b) those related to instruction in the regular class, and (c) those related to services provided in the special education class. The accommodation techniques and strategies that will be illustrated relate only to those that may be used in the regular class. Additionally, it should be noted that the definition of accommodation is very broad and all encompassing. The strategies and techniques to be illustrated represent only a sample of the possible adaptations and adjustments that are possible.

### Accommodation Techniques in the Regular Classroom

Accommodation approaches that can be used in the regular class can be subdivided into a number of different areas. Two important accommodation approaches involve adapting instructional materials and adapting instructional strategies and techniques.

### Adapting, Developing, and Modifying Instructional Materials.

In content area classes, one of the primary sources of information for students is the textbook. A common expectation is that students will acquire content information by reading the assigned textbooks. Since many mainstreamed students may have difficulty with reading, their ability to acquire content information by reading a textbook is limited. To circumvent this problem, a variety of adaptations and modifications can be made. One possibility involves recording texts on audio tape. This type of modification would be especially beneficial for students with severely limited decoding skills. Another possible adaptation would be to identify and provide students with texts written at lower levels of difficulty that cover the required content. Texts written at lower levels of difficulty would be appropriate for students who may have some difficulty with decoding.

For students experiencing difficulty with comprehension, additional written materials could be provided to facilitate comprehension. Some examples of materials that could be provided to students for each assigned reading are chapter/unit summaries, advance organizers, lists of content specific vocabulary, instructional objectives, lists of major concepts, and glossaries for technical or new vocabulary words contained in the reading. In many of the better written textbooks, a variety of these materials are routinely included throughout the text.

Instructional materials in content area classes should also include a wide variety of audio-visual aids that can be used during class sessions. Content related movies, filmstrips, television productions, overheads and other media will enhance the likelihood of improved student performance. Content related materials and manipulatives such as globes, maps, charts, and illustrations also are helpful. Frequently lists of appropriate media and materials are recommended in the teacher's manuals of some of the better commercially available materials.

Students with mild handicaps frequently have difficulty discriminating important information from irrelevant or less important information. Additionally, many of these students perform poorly in content area classes because they lack organization skills. To assist in the identfication and organization of important information, especially information that is provided via lecture, students can be provided with content outlines containing two or more levels of headings which reflect the scope and sequence of topics and information to be presented during lectures. Content outlines can facilitate note taking, the identification and organization of information and preparation for tests. Another organizational devise for students is a schedule detailing daily reading assignments, quiz or test dates, and time lines for out-of-class projects and papers.

### Adapting Instructional Strategies and Techniques

Content area teachers can use a variety of instructional strategies and techniques to facilitate the acquisition of content by students mainstreamed into their classes. Many of these involve the systematic use of the instructional materials previously discussed. Content area teachers should distribute objectives, content outlines, advanced organizers, lists of technical vocabulary, concept summaries, and detailed schedules and timelines prior to instruction in a particular unit. Periodic reference to these materials along with suggestions for their use are extremely beneficial for all students. During instructional periods, content area teachers also could schedule short periods of time to introduce new and technical vocabulary contained in the reading. Periodic use of audio-visual aids related to the content would enhance the quality and effectiveness of lectures.

To facilitate students' performance on tests and examinations, content area teachers should provide practice tests for students to complete. These practice tests can serve as mechanisms for review and as diagnostic tools. By completing practice tests and noting incorrect responses, students would be able to identify specific areas that require additional study. Furthermore, they become familiar with the testing format and can learn good test taking techniques. For students with severe reading or writing disabilities, the test format could be altered to circumvent these problems. Tests could be read to students and responses could be provided orally instead of in written form. Time limits on tests could be extended or waived for students who respond slowly.

To help students with out-of-class assignments, teachers could provide students with high quality models of previously completed projects. Additionally, detailed step-by-step directions for completing the project or paper would assist those students who otherwise might not know where or how to begin

## Accommodation Techniques and the Special Education Teacher

The accommodation techniques and strategies discussed above are intended to be used by content area instructors in mainstream classes. Frequently however, content area instructors may not have the time or the inclination to develop, adapt or use the recommended instructional strategies. In those situations, special education teachers can serve as a resource to the content area teachers. In doing so, special education teachers could collaborate with content area teachers in developing instructional materials and supporting the instruction being provided in mainstream classes.

Special education teachers may need to initiate and assume responsibility for the development of the recommended materials. The extent of involvement and the amount of responsibility assumed by the special education teacher is dependent upon the content area teacher's willingness to participate. However, even when content area teachers do not wish to assist in developing the materials, special education teachers will need to consult with them to obtain the necessary information.

Instructional support could be provided by special education teachers in a number of different ways. Special education teachers may assist content area teachers in implementing the recommended instructional strategies in the mainstream class during the regularly scheduled period. In other instances, it may be necessary for special educators to provide parallel instruction for short periods of time in the resource room. Additionally, special education teachers may need to assist administering tests for students requiring alternative testing formats.

It is important to note that whatever type of assistance is required, special educators must work in conjunction with content area teachers. It is imperative that the efforts of all instructional personnel be coordinated and directed toward the same goal: namely, the successful performance of students mild handicaps in mainstream classes. This unified effort must be initiated and coordinated by the resource room teacher; otherwise, it may never exist.

## Summary and Conclusions

Many students are mainstreamed into content area classes for a large portion of the school day. For the majority of these students, the regular class represents the most appropriate and least restrictive educational environment. However, if these students are to be successful in these settings, they must receive additional types of assistance. The extent and specific types of assistance will of course vary from student to student. One type of assistance that will increase their likelihood of success involves the use of accommodation strategies. Although accommodation strategies are primarily used by content area teachers in regular classes, special education teachers need to work collaboratively with content area teachers to ensure that the necessary types of materials and instructional strategies are available and being used. The various types of materials and strategies that were recommended represent ways in which special educators can help to meet the needs of mainstreamed students at the secondary level.

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# Components of Effective Educational Services for Secondary-Aged Students with Moderate or Severe Handicaps

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and
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The purpose of educational services for secondary-aged students with moderate or severe handicaps is to prepare students to participate as independently as possible in the society in which non-handicapped adults live, work and spend their leisure time (Brown, et al., 1979; Brown, et al., 1983; Wilcox & Bellamy, 1982). To accomplish this, there are three tasks that educational programs must complete. First, educational services must provide effective instruction on activities that are required in situations in which non-handicapped adults live, work and spend their leisure time (Brown, et al., 1979; Brown, et al., 1983; Wilcox & Bellamy, 1982). Second, educational services must completely transition those students into necessary and appropriate adult services by the time they exit educational services (Horton, Maddox & Edgar, 1984; McDonnell, Sheehan & Wilcox, undated; Wilcox & Bellamy, 1982). Third, educational services must be accountable for the effectiveness of their services by determining the fraction of students who have exited their program that are successfully living, working and spending their leisure time in society with non-handicapped adults (Brodsky, 1983; Vincent, et al., 1980; Wilcox & Bellamy, 1982; Williams, Brown & Certo, 1975).

Several components of services have been identified as critical in order to establish an educational program that will complete these tasks (Meyer, Eichinger & Park-Lee, 1987; Wilcox, et al., 1987). These components include (a) relevant individualized instructional content, (b) integration with same-aged peers in school and in the community, (c) systematic instruction, (d) effective transitioning procedures, and (e) on-going program evaluation. All of these components are essential for high quality educational services for students with moderate or severe handicaps of any age. They are particularly important for secondary-aged students because of the limited amount of time remaining in their educational years, and their imminent need for successful participation in adult society.

## Relevant Instructional Content

If the purpose of education is to prepare students to live and participate as independently as possible in the society of non-handicapped adults, then their educational program must prepare them to participate in the activities in which each student will engage both as secondary-aged students and as adults. Brown, et al., (1980) identified a four step ecological process that can be used to determine the most relevant instructional content for each student. These steps include:

(a) identifying the types of locations in which adults reside, work, and participate in community life;
(b) identifying the environments at school and in the home community that are, or will be, used by the students;
(c) identifying the subenvironments that comprise these environments; and
(d) identifying the activities that are naturally complete in the subenvironments by non-handicapped individuals.

Because of the difficulties that students with moderate or severe handicaps exhibit in transferring, generalizing, and maintaining skills, instructional content should be directly relevant to each student. In order to accomplish this, it is essential to complete this four step process for every student with the assistance of the individuals who are significant to that student, rather than assume that the environments, subenvironments and activities identified for one student are relevant to other students.

For example, in most secondary programs serving students with moderate or severe handicaps, students receive instruction on "basic work skills", including skills such as collating, sorting and assembling. In reviewing the most likely jobs to which a student will have access upon exiting the educational program, it is most likely that few, if any, of the jobs include tasks that require those skills as they are practiced by students in a classroom. When using the ecological process, those skills would only be taught to a student when it has been verified that they are necessary for a specific job for which the student is being prepared. In addition, those skills would only be taught within the activities and context in which they are needed on that job, instead of being taught in a more global manner.

## Integration in the Community and With Same-aged Peers

To successfully prepare students with moderate or severe handicaps to complete the activities that are relevant to their lives in the environments which are meaningful to them, there must be consistent opportunities for the students to learn those activities under the conditions in which they must be completed. This includes both in the locations in which the activities are completed and with the people who are found in those locations. For secondary-aged students it is especially important that educational services ensure that each student successfully participates in all of the environments in which they will need to participate as an adult, including (a) where each student will live as an adult, (b) where each student will work in either supported or unsupported competitive jobs, and (c) the places each student will en-

(Continued on Page 13)

# *Professional News*

### Upcoming Events

Around New York State:

The Office of General and Occupational Education (OGOE) is sponsoring yearly regional conferences to address issues in all areas of occupational education. This year's regional conference will focus on the topic of adapting instructional strategies for students with handicapping conditions. The conferences will be held around the state during October, November, December, and January. For further information on the conferences, contact:

Bureau of Occupational Education Program Development
One Commerce Plaza, Room 1623
New York State Education Department
Albany, New York 12234
(518) 474-4806

During the 1989-90 school year, the Office for Education of Children with Handicapping Conditions (OECHC) is sponsoring regional conferences to share effective instructional strategies and exemplary programs for students with mild handicapping conditions. One day conferences will be held throughout the State from February through May. For further information regarding dates and locations of these conferences, contact:

Gwen Gurien
OECHC, Division of Program Development
Room 1069, Education Building Annex
New York State Education Department
Albany, New York 12234

Around the country:

January 11 - 13, 1990, National Conference of Special Education and Technology, Lexington, KY. Contact: Joel Mittler, Program Chair, Assistant Dean, School of Education, Long Island University, CW Post Campus, Brookville, NY 11548.

February 21 - 24, 1990, Learning Disabilities Association of America International Conference, Anaheim, California. Contact: Registration Chairman, ACLD 1990 International Conference, 4156 Library Road, Pittsburgh, PA 15234.

# TED Subdivision

Mimi Rosenberg of Kean College in New Jersey is interested in starting a joint subdivision of TED (Teacher Educators Division) in New York-New Jersey. The only requirements for membership in the subdivision are that you are a member of the national division of TED and your membership is located within New York and New Jersey. If you are interested please contact Mimi Rosenberg at 201-527-2264.

# *Student CEC News*

What a great opportunity awaits us this year. . .

We all have a chance to go international with a minimum of cost and travel. . .

This year's international conference is to be held in our neighboring country—CANADA! Toronto is the spot with the major theme being, "Reaching for the Top in Toronto". . .

Reaching for the top in Toronto is not hard to do. . . it is a city of excitement and charm and from the look of the conference planners this promises to be a winner!

So. . .get your act together and let us plan to get all the students we can to take the trek north. . .

You of course know that you will meet students from many states as well as many throughout Canada and the rest of the world. . .Where? In workshops, conference sessions, and student chapter activities. . . who knows there may even be a disco or two awaiting you more adventurous lads and lassies. . .

Tasks ahead: Yes, getting a plan whereby you can have each of your chapters get monies together to send many of your members to the meeting. . .bake sales? runs? dances? a savings plan? all of it will be needed for you to sponsor your student colleagues on this trek to professional growth and development.

Your chapter leadership people should contact:

SCEC Governor
Julie Buttino (716-675-5129) or
SCEC President
Karen Makowski (716-634-3251) or
Vice President
Denise Schlatterer (716-873-2060)

They should have more details regarding accommodations, costs, restaurants, etc. CEC international is interested in student attendance as we are and they have put together some packages that will facilitate your going to the Toronto meeting.

GET STARTED NOW. . .IT IS NOT TOO EARLY TO BEGIN YOUR PLANNING!

# CEC Has A New Division!!

The Pioneers Division is for retired, retired life, or life members. This division is being established to encourage members who are retired or approaching retirement to remain active in the activities and governance of CEC, utilizing their experience and increased leisure time to assist or enhance the programs of other units at all levels: local, state/provincial, or national.

For more information contact Dr. Kenneth E. Wyatt, 9901 Third Street #4, Sidney, B.C. Canada V8L 3B1.

# Executive Committee Minutes

The New York State Federation of the Council for Exceptional Children met for a two day meeting at the Ramada Renaissance Hotel in Saratoga Springs, New York on Nov. 9 and Nov. 11, 1989. The meeting took place during the CEC State Convention. The following is a summary of announcements and actions taken by the board.

It was announced that an estimated 200 people would attend this years state convention. Exhibits were cancelled due to the expected lack of attendance. The board plans to seek publicity through *Teaching Exceptional Children* and *New York State Teacher* for next years convention in Long Island.

Kathy Hargis presented a rough draft of a survey which will be mailed to state members early in 1990. It is hoped that the survey will identify ways the state convention can be improved to better meet the needs of members.

Executive Secretary, Deb Chicorelli began her job October 1, 1989. Included in her duties is the task of becoming the managing editor of *The Forum*. She will soon solicit advertisements to be included in *The Forum*. Among other duties she will plan cost effective ways for members of the state board to meet four times a year.

The board has chosen to continue pursuing non-profit status.

*Forum* editors will explore cost to include 4 colored pages to be placed in the center of the journal and contain CEC news.

The board asked current editors to continue as editors for at least one more year.

The 1990 CEC State Convention is in the planning. This year the theme will be "Pursuing Excellence in Special Education." It will be held in Long Island. A call for papers has gone out. Watch for convention information in *The Forum*. CEC hopes to work with CASE to develop a strand to be included in this convention.

# SETRC Tenth Anniversary Celebration

The Special Education Training and Resource Center Network (SETRC) celebrated its tenth anniversary on September 12, 1989 at the Empire State Plaza in Albany. Speakers included Commissioner Thomas Sobol; Deputy Commissioner for Elementary and Secondary Education, Lionel Meno; Deputy Commissioner for Vocational and Educational Services for Individuals with Disabilities, Lawrence Gloeckler; and Acting Assistant Commissioner for the Education of Children with Handicapping Conditions, Thomas Neveldine.

SETRC is a statewide network administered by the New York State Education Department's Office for Education of Children with Handicapping Conditions (OECHC) which provides local contact points for obtaining resources, information and training related to the education of students with handicapping conditions. Beginning as Special Education Instructional Materials Centers (SEIMCs) in 1970, the centers became SETRCs in 1979 to reflect the Federal emphasis on training parents, educators, support personnel and community members interested in or involved in educating students with handicapping conditions. A report on SETRC accomplishments will be provided to the Board of Regents at their November meeting. For more information on the SETRC Network, please contact the Division of Program Development in the Office for Education of Children with Handicapping Conditions at (518) 474-2251.

# Call For Nominations

The following positions will be open at the end of this fiscal year, June 30, 1990:

VICE-PRESIDENT — The Vice-President attends all Executive Board meetings, serves as committees, and assists with convention planning and execution. The vice-president moves through executive offices in the following sequences: Vice-President, President-Elect, President, Past-President.

SECRETARY — The Secretary attends all Executive Board meetings and is responsible taking minutes at these meetings. In addition, the secretary takes minutes at the General Membership Meeting held at the annual state CEC Convention. The secretary also summarizes Executive Board business for publication in *The Forum*. The secretary serves a three year term.

TREASURER — The Treasurer is responsible for managing the financial resources of the state federation. The checking account and money market account are maintained by the treasurer. In addition, the treasurer summarizes a financial statement which is shared at each Executive Board meeting. The treasurer serves a three year term.

REGIONAL REPRESENTATIVES — The regional representative serves as a liason between the Executive Board and the local chapters. Regional representatives are charged with disseminating CEC news to the chapters within their specific regions. In addition, the regional representatives assist in membership development. Each regional representative is invited to attend Executive Board meetings. Vacancies exist in the following regions:

BUFFALO
ALBANY
NEW YORK CITY #1

REGIONAL REPRESENTATIVES SERVE A THREE YEAR TERM.

Please consider nominating yourself or being nominated for one of the aforementioned positions. Send your nomination(s) to Dr. Lyle Lehman, 44 Westview Crescent, Geneseo, NY 14454 by February 14, 1990.

# CALL FOR PAPERS

## New York State Federation CEC Convention

Planning for our 1990 convention in Uniondale is underway. The two day convention on Friday and Saturday will feature a keynote speaker, as well as individual workshop sessions. Share your innovative programs, activities and current research on topics related to delivery of services to individuals with exceptionalities.

This cover sheet should be completed and returned with a 150-200 word abstract to:

**Mrs. Marlene Wechsler**
**657 Flanders Drive**
**North Woodmere, NY 11581**
**(516) 791-2620**

**The deadline for proposals is March 16, 1990. You will be notified by April 27, 1990 if your proposal has been accepted.**

## New York State Federation Council for Exceptional Childen

**November 2 and 3, 1990**
**Marriott Hotel**
**Uniondale, Long Island, New York**

### PROPOSAL COVER SHEET

1. Title of Presentation ______________________________________________

______________________________________________

2. Session Leader's Name ______________________________________________

Address ______________________________ (office)

Phone ______________________________ (home)

3. *Additional Presenters:* Please list co-presenters on an additional page and attach to this cover sheet. Include names, addresses, and telephone numbers.

4. *Subject Descriptors:* Please indicate one or two word descriptors which can be used in a subject index of the program.

(a)____________________ (b) ____________________ (c) ____________________

5. *Summary for Conference Program:* In 30 words or less describe the content of your session.

______________________________________________

______________________________________________

______________________________________________

6. *Length of Session:* (check one)

__________ ½ hour __________ 1 hour __________ 1½ hours*

*If necessary, would you be able to reduce your presentation and share the session with another group?

________ yes ________ no

# Mini-Grant Proposal Form

**Guidelines:**
1. Awards of $300.00 (1-3 to be given) for the 89-90 school year.
2. State your objectives based on CEC Priority Guidelines listed below.
3. Deadline for receipt of proposal is May 15, 1989.
4. Final report to be presented to Executive Committee for possible inclusion in the "*FORUM*" or as a presentation at CEC Annual Convention. Report should follow APA Guidlines.
5. If additional space is needed, attach another page.

**Eligibility Criteria:** CEC member, student or regular.

NAME ______________________________ CHAPTER # ____________________

ADDRESS ______________________________ CEC ID # ____________________

Home Phone ____________________ Work Phone ______________________________

Regular Member ____________ Student Member __________________ *(Check one)*

Job Title __________________ Name of School ______________________________

Project Title: ____________________________________________________________

Statement of Need: ______________________________________________________

__________________________________________________________________________

### CEC Priority Guidelines

Purpose (Objectives):
1. Develop and promote CEC Professional Standards;
2. Extend access to special education;
3. Improve the quality of instruction; and
4. Improve the effectiveness of the Council for Exceptional Children

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Activities (Procedures): _________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Evaluation: ______________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Budget (Expenses): ______________________________________________________

__________________________________________________________________________

__________________________________________________________________________

N.Y.S.-CEC Visibility Plan: How will N.Y.S.-CEC be promoted as a result of this project?

__________________________________________________________________________

__________________________________________________________________________

Please include letters of support with this application, at least two (2) Please return this form to:
Dr. Barbara Mallette
43 High Street
Cassadaga, New York 14718

counter throughout the community. To accomplish this, it is imperative that students with moderate or severe handicaps be integrated with non-handicapped individuals in school, at work, and in the community.

Integration must be carefully planned and implemented in each type of environment. For instance, integration at school does not mean merely placing students in the same building as their non-handicapped peers. It means, rather, providing opportunities for students to participate in all of the activities in which their same-aged peers normally participate, ALONG WITH their non-handicapped peers.

As an example, there are numerous activities that occur within the high school culture that are unique, and should be encountered by all students. Such activities include use of lockers, interacting socially during lunch, and attending dances or athletic events. Students with moderate and severe handicaps should participate in each of these activities. As every high school student has learned, the only way to experience the full impact of these activities is to participate in them with numerous friends who are part of the mainstream of that society.

Integration at work implies that students will be taught real jobs in the real world, as well as how to successfully interact with their non-handicapped co-workers. Through providing systematic instruction at actual job sites, teachers have the opportunity to teach students with handicaps to interact appropriately with their co-workers and their work supervisors, both while on the job and during break times.

Integration in the community means that students will be taught to participate in activities by successfully interacting with non-handicapped peers in those situations. It is critical that educational programs systematically teach students to interact in a socially age-appropriate manner in the community at all times. Through this type of instruction teachers can eliminate the possibility that students with handicaps will be avoided or isolated when in the community. For example, when at a shopping mall it is vital for students with moderate and severe handicaps to not only purchase their desired items, but also maneuver through the crowded walkways, "hang-out" in the areas where other people their age "hang-out", and dress in a manner that is consistent with their age group. These and numerous other activities are required for students with moderate and severe handicaps to fully participate at shopping malls as other secondary-age students.

### Systematic Instruction

Merely identifying the most relevant instructional content for every student and providing that instruction along with non-handicapped peers are inadequate unless the educational staff also follows specific procedures to develop an instructional plan. The first phase of these procedures is a delineation of the steps completed by non-handicapped individuals when participating in an identified activity, including those steps required (a) to prepare for and get to the appropriate setting for the activity (e.g., preparing to buy groceries and getting to the grocery store); (b) for completion of the activity itself (e.g., actually finding and buying the groceries); and (c) to return from and/or clean up after the activity has been completed (e.g., returning from shopping and putting the groceries away).

Once these are delineated, the educational staff can perform a discrepancy analysis. To do this, the student for whom that activity is relevant is provided an opportunity to complete the activity. As the student completes the activity a record is made of how the student performs on each of the steps. This performance record is then compared with the performance of a non-handicapped individual of the same age. For those steps that were not successfully completed independently the educational staff may (a) teach the student to complete that step as it is performed by non-handicapped individuals of the same age; (b) adapt the materials, cues or process used to complete the step, and then teach the student to complete the step using those adaptations; or (c) modify the activity to eliminate that step without changing the result or purpose of the activity (Baumgart et al., 1982; White, 1980).

Inherent within the discrepancy analysis is the use of natural materials in the real setting. When developing a systematic instructional program, these same materials and settings must be incorporated, along with the natural cues and error correction procedures that occur (Falvey, Brown, Lyon, Baumgart & Schroeder, 1980). It is imperative, however, that these be used along with instructional procedures that have proven to be effective. These include time-delay, system of least prompts and fading (Gaylord-Ross & Holvoet, 1985; Snell, 1987).

In addition, it is the educational staff's responsibility to determine whether or not a given set of instructional procedures and materials are effective in teaching the student to successfully participate in the activity. Such responsibility can only be met through the collection of meaningful data on the effectiveness of instruction (Haring, 1977). Without such data there are frequent inconsistencies between the perceptions of relevant individuals about a student's performance. These inconsistencies may exist between teachers, teacher and aide, educational staff and family members or teacher and therapists. Objective data collected across people and settings will clarify both the student's performance and the reasons for any continuing inconsistencies.

### Effective Transitioning Procedures

Secondary programs also must socially validate that this preparation for participation in adult society has been both effective and sufficient. There is only one way that this can be ascertained—by verifying that each student successfully participates in those activities in their real settings and situations without educational staff intervention. To do this, educational staff must completely transition each student to the services or settings relevant to them, PRIOR TO the time they exit the school program.

Too frequently the transitioning process has been begun by school programs, but not yet completed when students exit the programs. Many students and families are unable to complete the final steps required for transitioning without the support of professional staff.

A good example of this is the establishment of a student in a job with assistance from a supported employment program. Unless a school program is effective in establishing students within viable jobs AND within the active roles of an on-going supported employment program, these reponsibilities fall on students and their families. Unfortunately, these responsibilities are frequently left unfulfilled when the support of the educational system ends before the need for that support is over.

**On-going Program evaluation**

There are two ways in which educational programs should be evaluated. The first method of program evaluation is identifying the degree to which the program implements services that reflect best practices for students with moderate or severe handicaps. The following two tools are frequently used to complete this task: Quality Program Indicators (Meyer et al., 1987) and Secondary Program Implementation Checklist (Wilcox et al., 1987). Both of these tools list components of educational services that are required for programs to be effective. For each component the tools provide a list of specific products or activities that can be observed. The degree to which these products or activities are observed within an educational program can be summarized, allowing the user to compare a score for each component with an ideal score. This information can then be used to develop program development objectives that lead to more fully implementing components that are not at an acceptable level.

The second way in which programs should be evaluated is through periodic follow-up studies of the students who have exited the program. Even if a secondary program is successful at having all of their students completely transitioned into their adult lives prior to exiting the program, they should still be concerned about the fraction of their graduates who maintain successful participation in community-based living options, competitive employment, and activities in the community-at-large. If the program's graduates do not maintain their participation in the society of non-handicapped adults, it is the education program's ethical responsibility to review their services, and modify them to ensure that more of their graduates will successfully participate in that society upon exiting the program.

Such a follow-up study can be conducted through a mail or telephone survey. They should be conducted frequently enough to provide on-going feedback to the program, but not so frequently that meaningful changes cannot be made in the program before the next follow-up study is completed. In most situations a follow-up study every five years would be helpful.

**Summary**

It is clear that there are numerous components that are required for effective educational services for students with moderate or severe handicaps. It is also clear that the effective implementation of these components is a complex matter, taking a great deal of dedication to making educational services actually SERVE these students. To ensure that students with moderate or severe handicaps are prepared to successfully participate in adult society upon exiting their educational program, educators and families must collaborate and carefully plan the content of each student's educational program, being certain that every aspect of it reflects content and instructional procedures that are meaningful for that student.

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# *"For'm And Agen'm" The Regular Education Initiative: Who Will Benefit?*

Sheryl Sturtz
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Monroe-Woodbury Schools
Monroe, New York

The Regular Education Initiative (REI) has received a great deal of recent attention in the field of special education (Journal of Learning Disabilities, January, 1988; Will, 1986; Reynolds, Wang and Walberg, 1987; Lilly, 1986). The proponents of the Regular Education Initiative characterize the need to change direction in special education by merging regular and special education into a total education System that shares the responsibility for educating all its children (Will, 1986). Some of the reasons cited as the basis for the need to change the system include: limitations of the present special education "pull-out" and self-contained class programs; imperfect screening procedures that overidentify handicapped children; stigmatization of the classification process; increased and more stringent State Education Department regulations; and an ever increasing number of students who fail to learn through conventional educational methods (Will, 1986). With the level of need so great, it is clear that the time for change is now.

The REI has its critics. It is a concept that developed within the special education field with far-reaching implications for the regular education community. The REI involves broad, comprehensive, educational reforms that include both regular education and special education constituencies. The resistance is not unlike the natural tendency to recoil when policies appear to be foisted. Regular and special education teachers need to be empowered to study the effects together and should be given the time, opportunity, and forum to bring about change incrementally.

Misconceptions often arise when potential implementors only get "part of the story." Without direct involvement, those constituents will react as disenfranchised participants. . .spectators, watching helplessly while their professional lives are restructured for them. Further study is warranted to investigate the knowledge base and attitudes of both regular and special education administrators toward the REI. Building level administrators, as well as special and regular education teachers will be directly affected by implementation as well as enforcement of the REI. As building leaders, principals need to be informed participants in all programmatic endeavors that impact students with special needs. Regular and special education teachers, who will be responsible for the delivery of instruction and the implementation of programmatic modifications, should provide us with important information regarding the feasibility of the REI.

The REI was generated to offer a new perspective into the manner in which special education students are serviced within the educational community. It constitutes a unified system of educating mildly handicapped children and nonhandicapped children merged in one institutional unit. Regular education teachers have been subject to many years of program adaptations that may have been perceived as an overemphasis on children with special needs. Special education teachers have often been placed in the precarious position of serving as liaison between their students and the regular education pesonnel. The spirit and essence that has been fostered through the REI will, if monitored closely during the initial stages, result in the creation of a new and characteristically different program that addresses the comprehensive needs of all constituents: administrators, teachers, parents, and children.

Dr. Henry V. Colella
Assistant Superintendent for
Special Education
Nassau BOCES

The Regular Education Initiative (REI) advocates that general education assume responsibility for all students in our public schools including all students with disabilities. In theory, educating the students with disabilities and non-handicapped students under the same system would seem to have merit. However, in practice, it leaves many questions to be considered.

In my opinion, REI involves several false assumptions including the belief that general education can offer a better educational sytstem for students with disabilities and that it is ready to provide this education. For instance, many principals deeply concerned about the problems they face in regular education, feel overwhelmed when they contemplate what the REI objectives might mean. Another assumption implies that, in some way, special education has failed to provide the best possible education for students who have not or could not succeed in general education.

Throughout any discussion of REI, we should remember that if we are truly committed to education, it is the student who must benefit from any change in the delivery system. But will the student benefit from REI? It was not so long ago that students with disabilities were denied equal educational opportunities by public educators across the country. Historians and early advocates for students with disabilities will testify that services for all these youngsters were earned by the hard work of parents and not by the altruistic efforts of the educational community. Now having developed a system of special education that is working well, the REI would ask a general education system lacking in knowledge, understanding, and experience to meet the needs of exceptional students who it has never been prepared to served.

Some who support REI see special education as discriminatory rather than enriching. In fact, many of the most exciting ideas in education in the past two decades have come from special education. As we plan the 1996 centennial celebration of special education in American public schools, we can look with pride at contributions that include individualized instruction, the whole-child concept, the interdisciplinary team approach, and the use of technology to prepare students to enter adulthood with marketable skills. Special educators are multi-skilled. They know how to individualize instruction, modify behavior, adapt curriculum, promote interagency cooperation, assess students, and educate parents.

However, this is not a defense of special education for itself. Some in general education have accused special educators of rejecting ideas like the REI because we might lose our hard-won professional identity. Nothing can be further from the truth. Special educators share the same goal as all educators, providing the most effective services for all the youngsters we serve. We know schools were not built for teachers, administrators, or systems but for students.

I fully support a partnership between general education and special education. We should stop wasting our energy arguing about delivery systems and devote our efforts to working cooperatively to provide the best education for all students. Both general education and special education can learn from each other. Alone each system is doomed to mediocrity — together we cannot fail.

## News From Albany

### New Legislation and Regulations for Provision of Special Education Services for Children with Handicapping Conditions Ages Three and Four

On July 5, 1989, the Governor signed Chapter 243 of 1989, which removes the Family Court's responsibility for the provision of special education services for three and four year old children with handicapping conditions and makes local school districts responsible for assuring the provision of special education services to eligible children. This legislation was necessary to enable New York State to come into compliance with the Education of All Handicapped Children Act (P.L. 94-142), as amended by P.L. 99-457, for children with handicapping conditions ages three to twenty-one. The implementing regulations were adopted by the Board of Regents at the October 1989 meeting of the Board of Regents.

The following guidelines highlight the major provisions of Chapter 243 of the Laws of 1989.

**ELIGIBILITY**

The legislation provides that children are eligible to receive preschool services if they meet the following criteria:

- A child who is three years of age on or before December 31 is eligible for services beginning on September 1st of the calendar year in which the child becomes three.
- A child who becomes three years of age on or before April 1st of a particular year is eligible for services beginning January 2nd, unless the child is already receiving services under Section 236 of the Family Court Act.
- A child remains eligible for preschool programs and services through the month of August of the year in which the child first becomes eligible to attend school *if* the child is severely handicapped, meets the requirements for 12-month programming and 12-month programming is recommended on the child's Individualized Education Program (IEP).
- A child must be classified as having an educational handicapping condition in accordance with the eleven handicapping conditions specified in Part 200 of the Regulations of the Commissioner of Education. This does not represent any change for three and four year old pupils, since these classificaare required under the court order process.

The legislation includes additional provisions that address the transition of services for three and four year old children from the Family Court order process to procedures described in Section 4410 of the Education Law. The following provisions for transition are included in the legislation:

**Preschool Children Who *Have* Received Court Ordered Services Prior to July 1, 1989**

Eligible preschool children with handicapping conditions who received services under court order this past school year are eligible to remain in the ten- or twelve-month program in which they were enrolled during 1988-89, if the program is now approved by the State Education Department (SED). The parents retain the right to refer their child for a review by the Committee on Preschool Special Education (CPSE). The same provisions apply if a child received services under court order during 1988-89 in a ten-month program and a petition was filed with the Family Court or its designee immediately no later than August 1, 1989 for a modification of services.

**Preschool Children Who *Have Not* Received Court Ordered Services Prior to July 1, 1989.**

Eligible children with handicapping conditions who did not receive services during the 1988-89 school year may receive them during the 1989-90 school year through an order of the Family Court if the parents filed a petition with the Family Court or its designee *prior* to August 1, 1989.

Any petition for placement of a preschool child in an approved program which is not denied by the Family Court prior to September 1, 1989 will be presumed to have been ordered by the court for the purpose of directing the municipality to contract for services to the child. The Family Court or its designee will notify the Commissioner of any petitions that are pending as of August 1, 1989, and the Commissioner will consider the notice to indicate that the court had ordered the requested services. The Commissioner will notify the Family Court, municipality, and school district of the authorization to claim reimbursement for services during the 1989-90 school year.

Eligible preschool children who have not received services under court order during the past 1988-89 school year and whose parents have not filed a petition with the Family Court prior to August 1, 1989 will need to be referred to the local district Committee on Preschool Special Education (CPSE) for review, determination of eligibility, and program recommendation for the 1989-90 school year.

## ROLE OF SCHOOL DISTRICTS

As a result of the new State legislation and implementing regulations, school districts will be responsible for assuring the rights and due process protections required under P.L. 94-142 for preschool children with handicapping conditions.

Each school district is required to take the following measures to implement the law and regulations:

- Preschool children with handicapping conditions must be included in the register of pupils with handicapping conditions which must be maintained by each board of education. Preschool children with handicapping conditions must be included in reporting data to the State Education Department.
- Boards of education must establish administrative practices and procedures, similar to those for school-age pupils with handicapping conditions, to ensure that each preschool child with a handicapping condition has the opportunity to participate in appropriate preschool special education programs. (NOTE: Prior to July 1, 1991, the board will be responsible for the provision of special education services to a preschool child only to the extent that there is an approved program available for such child.)
- Each board will be asked to submit to their OECHC regional office a list of those preschool children for whom special education services are not available. The Department will use such information to plan for programming to ensure that all eligible preschool children have appropriate programs available by July 1, 1991.
- Each board must appoint one or more Committees on Preschool Special Education (CPSE). School districts may share the services of such committees. The CPSE is comprised of the following members:
  - —an appropriate professional employed by the district;
  - —a parent of a child with a handicapping condition (preschool or elementary) not employed by the district or municipality;
  - —a professional who participated in the evaluation of the child;
  - —a certified or licensed professional designated by the agency charged with the responisibility for the child in the birth to two system, if any; and
  - —the county may appoint a certified or licensed professional to the CPSE.
- Each board must provide the parents of a preschool child suspected of having a handicapping conditions with a list of programs which have been approved by the State Education Department to conduct evaluations. The list of preschool programs must be made available for dissemination at local sites including pre-kindergarten, day care and head start programs, and Early Childhood Direction Centers (ECDC).
- Upon consent of the parent, the board must arrange for the program provider which the parent has selected to conduct an evaluation.
- Within 30 days of obtaining parental consent, the CPSE must make a recommendation to the board of education. The continuum of services for eligible preschool children is described in 200.16 (i) of the Regulations of the Commissioner. If the child is determined to be eligible, the CPSE may recommend for the board's approval any program on the list approved by the State Education Department which is appropriate for the child. If the child is receiving regular education services in a program approved or licensed by an appropriate governmental agency and the child requires an itinerant related service, the CPSE may recommend such an itinerant related service from a list of providers maintained by the municipality. In its recommendation to the Board, the committee must identify the location at which the itinerant service will be provided. If the preschool child requires two or more itinerant services, the Committee must recommend a SED-approved program to provide the services in conjunction with a program approved or licensed by an appropriate governmental agency.
- Within 30 days of the recommendation of the CPSE, the board must make a determination and arrange for the preschool child to receive services. The board must notify the parent, appropriate municipality, the designated program, and the Commissioner of its determination.

## RESPONSIBILITIES OF APPROVED PRESCHOOL PROGRAM PROVIDERS

Public and private programs wishing to provide special education services to preschool children with handicapping conditions must apply to the State Education Department for approval. The Department is disseminating a list of preschool programs which have been conditionally approved to conduct evaluations and provide special education services for preschool children with handicapping conditions.

The State Education Department will establish tuition rates for approved providers. When an approved program enters into contractual arrangements with a municipality to provide services, the municipality to provide services, the municipality will pay the approved program at the rate established by SED and approved by the Division of the Budget.

Approved preschool programs will have the following responsibilities:

- Approved programs will be required to comply with all requirements pertaining to the operation of facilities providing education services to preschool children, including the facility and health and safety requirements that apply to all educational programs in New York State.

- When an approved program provider receives a request to conduct an evaluation of a preschool-age child, the evaluation must be conducted in accordance with Federal and State requirements. The program must also ensure that the evaluation material is provided to the CPSE so that the CPSE can make a recommendation to the board of education within 30 days of obtaining parental consent.
- Approved programs must appoint a professional who participated in the evaluation of a preschool-age child to be a member of the CPSE which reviews the child's needs and recommends appropriate services.
- When a preschool child enters a preschool program on the basis of a CPSE recommendation and a contract with the appropriate municipality, the approved program must provide all of the programs and services recommended in the child's Phase I IEP.
- If approved providers wish to provide itinerant related services, in conjunction with programs approved or licensed by a governmental agency, they will need to contact the appropriate municipality to arrange to be included on the list of itinerant related service providers.

Any questions about program issues related to implementation should be referred to the nearest OECHC Regional Office.

Western Regional Office
Richmond Avenue
Batavia, NY 14020
(716) 344-2112
Long Island Regional Office
Salisbury Center
Valentines Road and Plains Road
Westbury, NY 11590
(516) 997-8700
Albany Regional Office
Cultural Education Center
Room 9C-49 CEC
Empire State Plaza
Albany, NY 12230
(518) 474-5356
Westchester Regional Office
1950 Edgewater Street
Yorktown Heights, NY 10958
(914) 245-0010
New York City Regional Office
Two World Trade Center
Room 8424
New York, NY 10047
(212) 488-4450

### RESPONSIBILITIES OF MUNICIPALITIES

This law does not alter the Family Court process for children with handicapping conditions from birth through two years of age. Therefore, the county's role and procedures under the court order process will not change for children birth to age two.

For children ages three and four, the new legislation requires that municipalities:

- enter into contracts with approved providers in a form approved by the State Education Department. Such contracts must be made no later than 40 days from receipt of notice of the board of education's determination.
- Provide payments to approved on at least a quarterly basis at the certified tuition rate. In 1989-90, municipalities will be reimbursed 55 percent of the approved costs by the State Education Department. The rate of reimbursement will increase in annual increments of five percent to a maximum of 75 percent on 1993-94 and remain at 75 percent thereafter;
- assign a person to participate as a member of the CPSE, at the discretion of the municipality;
- provide transportation, directly or by contract, in accordance with bidding procedures pursuant to Section 103 of General Municipal Law;
- maintain a list of appropriately certified or licensed professionals to deliver related services on an itinerant basis, consistent with the law and regulations, and determine reasonable reimbursement for such services subject to the approval of the State Education Department; and
- reimburse school districts for allowable CPSE administrative costs which are in excess of those reimbursed by the State Education Department using available Federal funds.

## *Government Relations*

by Larry Banco
Legislative Coordinator, N.Y.S. F.C.E.C.

### Washington Review

### Reauthorization of the Education of the Handicapped Act Discretionary Programs:

The House Democratic and Republic staffs have each circulated a draft EHA reauthorization bill. What follows is CEC's analysis of the House bill:

#### 1. TITLE CHANGE

Both House bills change the name of the Act from the Education of the Handicapped Act (EHA) to the Individuals with Disabilities Education Act (IDEA). Further, the bills delete references to handicapped children and substitute "children and youth with disabilities". While we recognize the importance of the "people first concept", we have communicated our concern about the impact of such a change on people having to shift to a new reference and the number of forms, information pieces, etc. that would need to be changed.

CEC Position: Not opposed.

#### 2. DEFINITION

The Republican draft amends to the definition of handicapped children and youth to include new discrete categories of disability:

- autism;
- cerebral palsy;
- traumatic brain injury;
- attention deficit disorders; and
- serious emotional disturbance or behavior disorder.

It also establishes a definition of infants and toddlers that is disability category based. We have expressed concern that adding additional categories will require further labeling of children, create massive data gathering and open the door to every area of interest that wants to be so listed. We are also concerned about using a disability categorization for infants and toddlers.

CEC Position: Oppose.

### 3. PUBLIC INVOLVEMENT

Both bills attempt to improve public participation in various aspects of decision making by the Office of Special Education Programs. Both House bills target on project review panels assuring that individuals with disabilities and parents participate. The Democratic version would require their participation on every panel. The bills require public participation in priority setting in some programs for example personnel preparation. While supporting the principles of public participation on review panels, we have expressed concerns regarding the expertise needed by reviewers and the logistical difficulty of assuring balance on every panel. We support field involvement in priority setting, but think the approach should be broadened to include the total planning process across all programs.

CEC Position: Support with modification.

### 4. MANPOWER DATA AND PLANNING

The bills strengthen the state role in maintaining a data base on personnel supply, demand and production. The Republican bill amends the states comprehensive system of personnel development, in this regard, and adds a planning requirement. The Democratic bill deals with the data issue by amending the data requirements under Section 618. CEC has advocated for these changes.

CEC Position: Support the House Republican provisions.

### 5. MINORITY INITIATIVE

Both bills contain some provisions for addressing the unique problems of minority children with disabilities and their families and the need for minority personnel. The Democratic bill establishes a major initiative including:

- highest priority in each program directed to grant recipients from traditionally or substantially minority institutions, agencies and businesses;
- one percent set-aside for technical assistance;
- reporting to the Congress on progress; and
- ten percent set-aside in personnel preparation for historically or substantially minority institutions.

We continue to strongly support minority initiatives, but feel the House Democratic approach is targeted too extensively at who gets the funds rather than the needed outcomes.

CEC Position: Work to refocus the Democratic initiative by building a minority focus into the OSEP program planning, priority setting and evaluation process and supporting a more specific improvement program for historically black colleges.

### 6. DATA REQUIREMENTS

Both bills make significant alterations in the Part B data reporting requirements as follows:

- limits reporting of youth exiting special education to beginning at age 14 — Democratic bill requires samples at age 12. The Republic bill requires reporting the number of 5 year olds with disabilities entering regular education programs on a full-time basis;
- both bills eliminate the requirement to report the anticipated services students need after existing; and
- both bills expand the data states must report regarding personnel supply, demand and production.

These provisions are generally consistent with CEC recommendations. We also recommend repealing data reporting requirements regarding fiscal expenditures and services needed to fully implement the Act. Our proposals were based on the belief that data should not be collected unless it is needed, valid, comparable across states and can not be ascertained from less costly sources.

CEC Position: Support provisions with modifications and continue to pursue repeal of expenditure and needed service requirements.

### 7. STUDIES REGARDING THE DELIVERY OF SPECIAL EDUCATION

Both bills expand Section 618 of EHA by establishing areas for ongoing research; improving cooperative studies with states and new special studies. The new special studies include:

- decline of the number of children reported as mentally retarded and the disparity among states in the numbers of such children educated in separate facilities:
- factors affecting the use of community or out-of-community for children with serious emotional disturbance and the factors which facilitate or impede transition back to the community; and
- The types, number and intensity of related services provided.

The Republican bill earmarks one percent of the appropriations for Part B for this section. CEC and the National Association of State Directors of Special Education proposed a comprehensive rewrite of this part of Section 618. This was part of the package of proposals regarding research which would establish Section 618 as the authority to support programmatic research on improving the delivery system for special education and related services and early intervention services and focus Part E of the Act on improving the instruction and learning of children with disabilities. We have expressed our concern that both bills do not go far enough in reflecting out recommendations.

CEC Position: Support with modification.

## *PLEASE JOIN US!*

## New York State Federation CEC Convention

# Pursuing Excellence in Special Education

**November 1990**
**Marriott Hotel**
**Uniondale, Long Island, New York**

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*The Forum* comes with membership in CEC and a New York State Federation of Chapters' chapter. Copies of *The Forum* are available for purchase.

CEC membership applications can be secured from *Regional Representatives.*

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# President's Message

Dr. Barbara Mallette

A new decade has begun. Service providers are calling for extended federal and state financial support to maintain existing and to develop new programs for individuals with special needs. In New York State the implementation of Public Law 99-457 will result in the collaboration of the State Education Department and the Department of Health as youngsters (birth through five years of age) identified as having handicaps or being "at risk" for a handicapping condition are enrolled in appropriate programs. The consultant teacher model will continue to be tested in your classrooms. A larger number of school districts will implement a mentoring program. Revised teacher certification requirements will result in redesigning degree programs in special education at colleges and universities within New York State. Whether we like it or not, change is imminent.

What changes do you envision for our professional field in New York State within the next decade? Perhaps, the thrust of the regular education initiative will result in a statewide merger of special and regular education services for students with mild handicapping conditions. Maybe the integrated programs within the Johnson City School District will be adopted in districts throughout the state, making New York a "trailblazer" in providing truly integrated programs for all students regardless of the severity of the handicapping conditions. On the other hand, perhaps BOCES will become centers for students with severe and profound handicapping conditions.

One cannot predict the events over the next ten years without some chance of error. These events are not circumstances of happenstance. We control our own destiny. As special educators we control the destiny of our profession. Our long range visions and goals shape future events. These visions empower us to take the necessary steps to realize our goals. Just as we utilize long range goals to plan instructional programs for our students, so do we use long range goals to plan our professional destiny.

One of the visions of the New York State Federation of chapters of CEC is "Pursuing Excellence in Special Education", the state convention being held in Uniondale, Long Island this November 2nd and 3rd. Marleen Wechsler and Jackie Seeman are spear-heading this year's convention which focuses on the best practices employed with special needs populations. A second vision of the federation is to keep membership informed of Executive Board (and federation) business. In one attempt to realize this vision, I have chosen to include the 1989-1990 NYS-CEC budget in this issue of the *FORUM*. Perhaps offering membership a chance to review our income and expenditures is opening a "Pandora's box". I do not doubt that information has its price. However, I am committed to the development of an informed membership, and am willing to "risk" the consequences. A third vision of the federation is to increase the active participation of our membership. Officers of the Executive Board may be contacting you regarding your involvement on standing committees. Please consider joining one of these committees to offer your input regarding NYS-CEC business.

# VIEWPOINT

New York is nearing completion of the first year of instituting consultant teacher services to students with disabilities who are enrolled full-time in a regular education program. Many school districts throughout the state initiated these services during the 1989-1990 school year and other districts are involved in establishing consultant teacher services for next year.

This issue of *The Forum* focuses on consultation services. Karen Giek, a consultant teacher at Red Hook, writes about her day-to-day experiences, we feel her article provides insights into the varied roles that consulting teachers perform.

We hope that this article will stimulate discussions concerning the implementation of consultant teacher services. We urge you to share your opinions via the "For'm and Agen'M" column entitled, "Consultant Teacher Services: Promising or Problematic?"

Sincerely,
Catharine J. Reynolds
Spencer J. Salend
*Co-Editors*

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## Manuscript Submission

It is the policy of the editors of *The Forum* to encourage manuscripts from the field. Those interested in submitting articles for publication should consider the following:

1. All manuscripts must be typed double spaced on 8½ x 11 inch paper
2. Manuscripts should conform for style of presentation to the *Publication Manual of the American Psychological Association* (third edition).
3. Three copies of the manuscript should be sent to:

Catharine J. Reynolds
Spencer J. Salend
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SUNY/The College at New Paltz
307 Old Main Building
New Paltz, New York 12561

Authors will be notified upon receipt of the manuscript. Manuscripts will be reviewed by field reviewers in terms of appropriateness for the journal, significance of content, writing style, and relevance to readers.

# Diary Of A Consulting Teacher

Karen A. Giek
*Consultant Teacher*
Red Hook Central Schools
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(914) 758-6815

With the July, 1988, addition for the consulting teacher to the New York continuum of special education services available to students with disabilities, many school districts realized the need for hiring a consulting teacher in order to implement this option. The question, "What EXACTLY does a consulting teacher do?" loomed large in the minds and hearts of administrators, CSE chairpersons, special educators, general educators, and parents. Because of the newness of the concept, informational training sessions conducted by the State Education Department seemed to create many questions. There was no doubt about it; no one was *really* sure what this was all about.

A planning committee, formed by Dutchess County BOCES, was charged with the task of developing training for general and special educators, general education administrators and other educators who would be involved in the implementation of this service in local districts within Dutchess County. The committee was comprised of principals, CSE chairpersons, psychologists, and special educators. I was Red Hook's representative on this committee. After weeks of meetings and research, a training program was designed for the summer.

The consultation process had long been a special area of interest and research for me. At the recent national CEC convention, I was able to attend workshops given by forerunners in this field. The realization that my own district would be creating this position held tremendous excitement for me. I eagerly anticipated the summer training conducted by Dr. Jim Burns and Dr. Rich Medved, special education professors from St. Rose College in Albany, New York.

During the week of the summer training shear panic set in. How *was* this going to work? What if I was assigned to work in a room where I definitely was the uninvited guest? Fears voiced by the group at the training concerned me. There were rumblings from general educators about the sanctity of their rooms, having their teaching evaluated or scrutinized by another, workload, role and responsibility clarification, and administrative support. During the week's training, we were given much information about communicating, solving problems, meeting resistance, and other ulcer-producing topics. What had I gotten myself into? The one fact that almost had me packing my bags was that it takes three years to implement a successful consultation program. I had my work cut out for me.

September arrived and the year began. I decided that it was important for myself and for evaluation purposes to keep a log of my experiences in this new position. I would like to share with you some of those journal entries which track my ups and downs as a consultant teacher.

THURSDAY, SEPTEMBER 7: I can only be in one place at a time! Juggling teacher schedules and getting to the students for assistance in their academic areas of need will be a feat worthy of a gold medal. *And* on top of that, time has to be set aside to conference with the classroom teachers. I'm frustrated!! It's so much more difficult, because I'm traveling between buildings.

FRIDAY, SEPTEMBER 8: I've worried about how junior high students would accept my presence in the classroom. Students at this age are very conscious of their image. I discussed this with Mr. T (the building principal). During grade level orientations, today Mr. T introduced me as a teacher who would be in several different classes to assist students. I hope this will have positive results.

WEDNESDAY, SEPTEMBER 13: I did it! Schedules typed, all academic areas covered. I even managed to schedule time to conference with teachers (and it's not during lunch!). Mrs. C is not too keen on meeting with me on a regular basis, and voiced a great concern about how much work this would add to her already overloaded schedule. I explained to her that she had the last say on *all* decisions, and that no interventions or strategies would be used without her consent and understanding. Her comment? "Well we'll see." Copies of all schedules have been sent to teachers, administrators, and parents. I have contacted every parent by phone and explained the service. Twenty-seven hours of service to students is in place. I think I'm ready.

THURSDAY, SEPTEMBER 14: Mrs. M. came into my office and asked to see me. She sat down and blurted out to me that she didn't know if she could go through with having me work in her room. She indicated to me that she felt extremely intimidated and was worried about what I would think. My first reaction was, "Don't be silly." Thank goodness I didn't say that. It really wasn't silly, because, I, too, was very nervous. I told Mrs. M. that I understood what she meant, and explained my own nervousness. She seemed surprised by my answer, but seemed more relaxed. We both laughed and said we would get through this together.

MONDAY, SEPTEMBER 18: A pleasant surprise. Today was my first day in a math class, and Mr. T introduced me as a co-teacher! He told his students that if they had any questions they could ask either himself or Mrs. Giek. Three of the students on my roster are in that class. When the primary instruction was completed, the students could work independently. I was wondering exactly how all this would work out, when several different students raised their hands for assistance. In the end, I put together a small group of children to work with at the back table. How nice to see that the students I'm expected to work with, along with other students accepted my presence and wanted my help. Maybe it's premature, but I feel like a huge step has been made. The children receiving consulting teacher services were not singled out or made fun of. In fact, I'm sure that most of the class does not even realize that I'm there to work with specific students.

WEDNESDAY, SEPTEMBER 20: I met with Mrs. E. today. Together we developed J's Phase II IEP. We reviewed her entire curriculum, and decided on goals which should be included. It was wonderful having her input on not only the goals, but also the criterion level for mastery. I think this is what collaboration means!

THURSDAY, OCTOBER 12: Mrs. C asked me if I would be willing to take a group of students for the social studies lesson and work on latitude and longitude. The group will include D. We discussed the format and objectives of the lesson. During the class, we divided the room into groups and each taught. After the lesson, we were able to meet and discuss the results. Everything went really well.

MONDAY, OCTOBER 23: One of the teachers I am working with met me in the hall and was very angry. He yelled at me and told me that he thought this whole service was for the birds. After all, what good was it doing since J was doing no homework? I was not in the room every day, and could not possibly understand what he meant. The hallway was not the place to resolve this issue. I listented to everything he had to say, and asked if I could meet with him after school. He reluctantly agreed. The meeting after school was certainly not relaxed, but we seemed able to arrive at some solutions. I asked if he used any kind of homework assignment sheets for his students. His reply to me was that he didn't have time for such nonsense, that the students are expected to be responsible for getting and doing their assignments. I asked if he would mind if I created an assignment sheet for J. He told me, "Be my guest." In the end, he agreed to initial the assignment so J would know that he had the correct assignment written down. I also told Mr. B. that I would contact J's Mom and explain that her initials would be needed on the sheet to indicate work completed. I further asked if there were any other concerns he would like related to J's Mom. Mr. B seemed pleased that I would contact the parent. I'm still not sure how all this will go, but at least he wasn't yelling at me at the end of the meeting.

MONDAY, NOVEMBER 6: A first grade teacher approached me and asked if I could speak with her about one of her students. I do not have a student in Ms. D's room. We met after school and discussed the difficulties this child was having. Ms. D then asked if I would sit in on a parent conference with this student's Mom next Monday. I guess there is a lot more to his job than just working with my assigned students. Having the opportunity to work with other teachers is something I'm truly looking forward to doing.

FRIDAY, NOVEMBER 16: I guess the assignment sheets must be working. Another student, not in special education, approached me and asked if I could give him assignment sheets to use also. He said he saw J using them!

MONDAY, NOVEMBER 20: Today's consultation with Mrs. K centered on getting her approval for the study guide I had created for the students I work with who are in her class. We went over all the points, and at the end of the conversation she asked me if I would mind if she duplicated the guide and gave it to all her students.

TUESDAY, DECEMBER 5: Mrs. M. indicated that C is not getting the concept of contractions. She said that in fact the whole class was having difficulty. We discussed some strategies, and in the end she asked if I would like to teach the lesson the following morning. We are working really well together. At the end of the consultation session, she turned to me and said, "You know, I am still a little nervous, but I really do like this consulting teacher service. The best part is that several students are getting help, not just "C." I'm going home with a smile!

WEDNESDAY, DECEMBER 6: I'm not smiling today! Mr. B is angry about J again! He wants me to drop working with J, and find another student who is more deserving and accepting of my help. I tried to explain the legal aspects of the program, but that went over like a lead balloon. We are meeting again Friday. I need some miracle answers by then.

FRIDAY, DECEMBER 22: Mrs. E.'s class gave me a little Christmas present. The students told me they were glad that I was their other teacher! I finished updating all the IEP's for the week and am looking forward to a much needed vacation. I can't help but wonder what 1990 will have in store for me. The Director of Special Services said he thought my case load will increase. That means revamping all my schedules! I'll think about it later.

## Student CEC News
## "Pursuing Excellence In Education"

From TORONTO to LONG ISLAND. . .

If you were in TORONTO in April, you know how much you can learn and how much fun you can have at a convention.

Now plan on traveling to Uniondale, LONG ISLAND on Nov. 2 and 3, 1990.

Student "sponsored" events such as session strands focused on job hunting, graduate schools, first-year survival, student teaching, a poster session sharing materials, etc. are planned.

With all the student chapters nearby we'll have lots of social activities to fill the times that you aren't attending sessions.

. . .So plan to join all the other New York State Student CEC members on LONG ISLAND in November.

# New York State Federation of Chapters of CEC 1989-1990 Budget

**To keep membership informed of the federation's activities, the budget for the 1989 - 1990 fiscal year appears below. Membership approved this budget at the convention in Saratoga Springs. The president of the federation is responsible for budget development in consultation with officers on the Executive Board. The Executive Secretary is the largest change in this year's budget as compared to budgets from those of previous years. An Ad Hoc Committee is researching external funding sources to help support financially this position. In addition, the Executive Secretary is pursuing acquisition of paid advertisements for the *FORUM* and the convention program.** If you have questions or concerns bout this year's budget, please feel free to contact me either at the office (716) 673-3204 or at home (716) 595-2641.

**NEW YORK STATE FEDERATION CEC**
**PROPOSED BUDGET 1989-1990**

| | |
|---|---|
| **INCOME** | |
| *Carry over from 1988-89* | 22,500 |
| Membership Dues | 25,000 |
| 1989 Convention | 2,500 |
| INCOME TOTAL | 49,500*** |
| EXPENSES/DEBITS | |
| Executive Board | 3,500 |
| *Forum* | 10,000* |
| President | 900 |
| Communications | 100 |
| Elections | 100 |
| Printing | 50 |
| Student CEC | 2,000 |
| Executive Sect. | 11,250** |
| Exec. Sect. Expenses | 900 |
| Membership | 75 |
| Governor | 800 |
| PAN | 400 |
| Miscellaneous | 50 |
| Awards | 100 |
| Mini Grants | 900 |
| Contingency | 2,000*** |
| Convention | 1,000 |
| Regional Reps | 800 |
| EXPENSES TOTAL | 35,925 |

*Increase in *Forum* expenses to cover the cost of at least one editor attending the Executive Board meetings.

***This figure represents the Executive Secretary's salary from 10/1/89 to 6/30/89.*

****This figure represents seed money to organize the annual state convention.* Convention costs may warrant transferring money from the contingency line to the convention line.

****Income figures do not include funds deposited in our money market account.

# Candidates For Board Vacancies

*Vice-President*
Joseph Wychunas
Michael Glover
*Secretary:*
Dr. Marc Jacobs
*Treasurer:*
Dr. Richard Lee
Paul Lucas
*Regional Representatives:*
Albany — Valentina Krauss
New York City #1 — Dr. John Szolnoki

**Descriptions of the Candidates**

*Vice-President*

**Joseph Wychunas**

Joe has been involved with youngsters with special needs since the 1970s. He currently is the Department Chair of Special Education in Peekskill. Mr. Wychunas has presented at national and state CEC conventions. He has also presented at ANYSEED conferences. Joe has served on a Committee on Special Education since 1977.

**Michael Glover**

Michael Glover, is Assistant to the Superintendent for the Albion Central School District. Mr. Glover has been involved with the education of secondary students with handicaps for the past ten years. He has been awarded both federal and state grants for at-risk populations. Michael is also a doctoral student at SUNY Buffalo.

*Secretary*

**Dr. Marc Jacobs**

Dr. Jacobs is an Assistant Professor of Education at the College Learning Laboratory at SUNY College at Buffalo. He presently coordinates the Head Injury Program for students recovering from head injuries. Marc's previous experience focused on delivering services to students with learning disabilities and to students with reading problems in the New York City area. Dr. Jacobs has a history of presentations at the state and national level, and several publications.

*Treasurer*

**Dr. Richard Lee**

Dr. Lee is currently the Acting Treasurer of the New York State Federation of Chapters of CEC. Dick is an Associate Professor in the Exceptional Education Department at SUNY College at Buffalo. He also in an administrative intern in the Dean of Applied Science and Education's office. Dr. Lee has been involved with training special education teachers for the past 29 years. Prior to his positions in higher education, Dick was a teacher of students with mental retardation and physical handicaps in the western New York area. Dr. Lee has an extensive publication and presentation history. He has been actively involved in New York State CEC for the past twenty plus years; he has served as historian and in other board positions.

Continued on Page 10

# Registration Information

"Pursuing Excellence In Special Education"

Marriott Hotel
Uniondale, Long Island, New York
November 2 - 3, 1990

**Pre-registration fee** includes full luncheon, with keynote speaker for conference day(s). Registration forms must be postmarked by **October 21, 1990** to be eligible for lunches. **On-Site Registration,** for those registration forms postmarked after October 21, 1990, will not include luncheons; on-site/post October 21, 1990 registrants may purchase lunch at any of the hotel restaurants.

*Please indicate by checking:*

| **Pre-Registration**<br>(Due by October 21, 1990) | **On-Site Conference Registration** |
|---|---|
| **CEC Members** | |
| Full Conference $75____________<br>(Fri. & Sat. lunch included) | $75____________<br>(Luncheon not included) |
| Friday Only $45____________<br>(Friday lunch included) | $45____________<br>(Luncheon not included) |
| Saturday Only $40____________<br>(Saturday lunch included) | $40____________<br>(Luncheon not included) |

**Note:** A CEC membership form is provided with this registration material. Individuals who include the membership form, with a separate check made out to CEC, may register as CEC members.

| **Pre-Registration** | **On-Site** |
|---|---|
| **Non CEC Members** | |
| Full Conference $85____________<br>(Fri. & Sat. luncheon included) | $85____________<br>(Luncheon not included) |
| Friday Only $50____________<br>(Friday luncheon included) | $50____________<br>(Luncheon not included) |
| Saturday Only $45____________<br>(Saturday luncheon included) | $45____________<br>(Luncheon not included) |
| **Students** | |
| Full Conference $30____________<br>(Fri. & Sat. luncheon included) | $30____________<br>(Luncheon not included) |
| Friday Only $15____________<br>(Friday luncheon included) | $15____________<br>(Luncheon not included) |
| Saturday Only $15____________<br>(Saturday luncheon included) | $15____________<br>(Luncheon not included) |

Name ________________________________________ CEC id.# ____________________

Address ______________________________________________________________

City ____________________________________ State ______________ Zip __________

If full time student (12 credits).

Advisor's signature ______________________________________________________

**Instructions:** 1. Fill out completely. 2. One person per form. 3. Make check or money order payable to NYS CEC Conference 1990. 4. Mail form and payment to: Bertha L. Perez, 59-35 160 Street, Flushing, New York 11365 (718) 961-7088.

REQUESTS FOR REFUND of registration fee must be made in writing by **October 11, 1990.** There will be no refunds issued during the conference.

**Note:** Group rates are available for groups of ten or more from one agency. Call Bertha Perez (718) 961-7088 for more information.

## NYS - CEC 1990 HOTEL RESERVATION

Send directly to hotel.

Name (print) ______________________ Phone # (      ) __________

Address ____________________________________________

City ____________________ State ____________ Zip ________

For arrival on__________________ Depart on____________________
(day) (date) (day) (date)

Please reserve ______________ No. of Rooms for ___________ People

Name(s) of person(s) sharing accommodations ____________________

______________________________________________________

☐ Check or money order enclosed ☐ Diners Club ☐ Carle Blanche
☐ American Express ☐ Visa Amount $__________
☐ MasterCard (Please include interbank # below card #)

Credit Card Number ____________________ Expiration Date _________

Signature ______________________Phone # (      )__________
I authorize the Long Island Marriott Hotel to charge my account for one night's deposit and all applicable taxes.

Check-out time is 1:00 P.M. Rooms may not be available for check-in until after 4:00 P.M.

**New York State Council for Exceptional Children**

**November 1-November 4, 1990**

**Cut Off Date: October 11, 1990**

| | |
|---|---|
| Single: | $80.00 |
| Double: | $90.00 |
| Triple: | $90.00 |
| Quad: | $96.00 |

Mail To:
Long Island Marriott
101 James Doolittle Blvd.
Uniondale, NY 11553

**Reservations requested after the cut off date are subject to availability. Rooms may still be available after the cut off date, but not necessarily at the above rate. Please apply 8¼ sales tax to the above rates.**

## A Letter From The Convention Co-Chairpersons

Dear Colleague:

"Pursuing Excellence in Special Education" will be the conference theme for this year's New York State Federation of Chapters of the Council for Exceptional Children's (NYS-CEC) annual convention to be held this November third and fourth at the beautiful, new Long Island Marriot Hotel in Uniondale, New York.

On Friday, November 3, 1990, the session will feature Dr. Larry Silver, M.D. Psychiatrist and author of *The Misunderstood Child,* who will address issues of differential diagnosis of attention deficit disorders.

On Saturday, November 4, 1990, the keynote speaker will be Dr. Mary Driscoll, clinical psychologist and professor at Hofstra University. Dr. Driscoll's lecture will focus on "Self Esteem: Building Theirs and Keeping Ours."

In addition to these two outstanding speakers, professional workshops and spotlight sessions will run throughout both days beginning at 9 A.M. Friday and continuing through 3 P.M. on Saturday. Exhibitors will discuss new materials with you and share their expertise in discussing books, periodicals, educational and computer programs, which you can view on site.

On Thursday evening, the first of November, a welcoming hour will begin at 9 P.M. On Friday evening there will be a dessert social to give you the opportunity to meet your associates, exchange ideas and concerns, and enjoy mouth tingling desserts.

Registration information is available in this issue. For more information, please contact co-chairpersons Marlene Wechsler at 657 Flanders Drive, North Woodmere, New York 11581, or Jacqueline Seeman, Director of Pupil Personnel Services, Levittown Public Schools, Levittown, New York 11756.

See you at the Uniondale Marriott!

Sincerely,
Jackie Seeman
Marlene Wechsler
*Convention Co-Chairpersons*

## *Who Says There's No Free Lunch?*

Pre-registrants for the 1990 N.Y. State CEC convention will receive lunch on Friday and brunch on Saturday FREE with their registration.

Pre-Register Today!

Look for the convention registration form on the opposite page.

## Board Vacancies *Continued...*

**Paul Lucas**

Mr. Lucas has been involved with special education populations for the past 24 years. He currently is a work study coordinator for the Putnam/North Westchester BOCES. Paul has been actively involved with Chapter 615 for the past five years, and currently serves as their secretary-treasurer. Paul has presented papers dealing with vocational issues at state and national CEC conventions. In addition, he has presented at ANYSEED conferences.

*Regional Representatives*

*Albany*

**Valentina Krauss**

Miss Krauss has been a special education teacher at the Niskayuna Middle School in Schenectady for the past three years. Prior to that, Valentina taught a self-contained classroom for students with emotional disturbance. Miss Krauss completed her Master's Degree at SUNY Albany. Valentina views the position of regional representative as an opportunity to get more involved in New York State CEC.

*New York City Region #1*

**Dr. John Szolnoki**

Dr. Szolnoki is currently a special education teacher and team leader for the Southern Westchester BOCES. He also has served as an adjunct professor to Western Connecticut State University. Past experiences include teaching students with health impairments and severe physical handicaps in downstate New York. He has presented at national and state CEC, and at AAMR conferences. In addition, Dr. Szolnoki has several publications.

# Teacher Education Division News

### ATTENTION: TEDers Interested in Collaboration and Consultation

A Special Interest Group (SIG) concerning Teacher Training in Collaboration and/or Consultation (either at the University, College or School District level) is in the "formulation stage." It is hoped that this SIG would give those of us interested in this topic a "formal forum" in which to share ideas, research, professional concerns, etc. A "formulation meeting" will be held at CEC in Toronto on Wednesday, April 25 from 4:30 to 5:30 (look for the location in the convention program). Please drop in anytime during the hour and share your ideas and thoughts. If you plan to attend this get together and would like to adjourn to a local restaurant (I hear Italian's the scoop) for dinner, let me know by April 1 (no fooling) and I'll try and make some arrangements. If you can't make Toronto but are interested in the SIG, please drop me a line and I'll report to you what transpired and future plans. Hope to see and hear from you. The SIG Collaboration and Consultation contact person for now is: Dr. Ravic P. Ringlaben, Resource and Consulting Teacher Program, Special Education Unit, Department of Teacher Education, University of Arkansas at Little Rock, 2801 S. University, Little Rock, AR 72204.

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# Have You Developed A Model Program Or Innovative Instructional Strategy?

The New York State Federation of the Council for Exceptional Children will be including two 45 minute 'poster sessions' in their 1990 convention, to be held November 2 and 3, 1990 at the Marriott Hotel in Uniondale, Long Island, New York.

Poster Sessions offer an opportunity for the informal exchange of information and lively conversation. Presenters prepare visual displays on poster boards along with handouts describing their special project, program, or strategy. Approximately ten presentations occur simultaneously at each session.

Research projects on the graduate and postgraduate level will be accepted.

If you wish to participate please complete this form and send it, along with a 100 word description of your program, to:

Mrs. Marlene Wechsler
657 Flanders Drive
North Woodmere, N.Y. 11581
(516) 791-2620

Session Leader's Name ____________________

Address ____________________

Phone ____________________

School or Organization ____________________

____________________

Position ____________________

Title of Session ____________________

Summary of Session (for conference brochure) ____

____________________

____________________

***Deadline: April 15, 1990***

## *Professional News*

The National Council of Teachers of English has formed the Committee on Alternatives for Special Education in English/Language Arts. The function of this committee is:

> "To examine underlying assumptions, patterns of school organization, testing programs, and teaching methods of existing special education programs to discover their relevance to current knowledge in English and language arts instruction; to propose alternative ways of serving special education students, with attention to the possibilities for programming in the regular classroom; to explore ways of disseminating information about English language arts instruction for special education students to a variety of audiences; to promote interaction among NCTE, The International Reading Association, and The Council for Exceptional Children, exploring possibilities for exchange of ideas and joint projects and programs; to work cooperatively with those groups in advocating practices that support learner-centered, interactive approaches to the teaching of special education students."

One of the means the "Alternatives Committee" is pursuing to fulfill these goals is to compile information for a report on ways "at risk" students are being served in our schools. They are looking for successful programs that meet the needs of at risk students kindergarten through college. If you are interested in having your school program included, write the editors of *The Forum*. If you would like additional information about the Alternatives Committee and its work, please contact one of the committee co-chairs: Diana Walla, 44 Old Turnpike Road, Port Murray, N.J. 07865 or Pat Tefft Cousin, 1265 Kendal Drive, #3026, San Bernardino, CA 92407.

## Upcoming Conferences

The following listing of conferences may be of interest:

March 15-16, 1990 *Council for Learning Disabilities Spring Regional Conference* Williamsburg, Virginia * Contact: CLD, P.O. Box 40303, Overland Park, KS 66204; 913/492-8755.

March 22-24, 1990 * New York Branch of The Orton Dyslexia Society, 17th Annual Conference * New York, New York * Contact: 80 Fifth Avenue, New York, NY 10011; 212/691-1930

April 23-27, 1990 * Council for Exceptional Children, 68th Annual Convention * Toronto, Ontario, Canada * Contact: CEC, 1920 Association Drive, Reston, VA 22091-1589; 703/620-3660.

May 27-31, 1990 * American Association on Mental Retardation, Annual Conference * Atlanta, GA * Contact: 1719 Kalorama Road, NW, Washington, DC 20009; 202/387-1968.

July 29 - August 3, 1990 * The Seventeenth Meeting of the International Congress on Educaton of the Deaf * Rochester, New York

## News From Albany

### Conference on Educating Children with Brain Injuries

The first annual Statewide conference on the education of children with traumatic brain injury will be held on March 30-31, 1990 at the State University College at Buffalo College Learning Laboratory in Buffalo, New York.

The theme of the conference will be "Issues and Directions in Educating Children with Brain Injuries." The conference will include presentations by leaders in the field of designing and implementing services for children with traumatic brain injury and will include workshops on technology, communication disorders, vocational assessment, job training, classroom organization, development of Individualized Education Programs, working with parents, and prevention strategies.

Co-sponsors of the conference are the New York State Education Department Office for Education of Children with Handicapping Conditions, State University College at Buffalo, Headway for Brain Injured, Inc., Rehabilitation Research and Training Center — State University of New York at Buffalo, New York State Education Department Office of Vocational and Education Services for Individuals with Disabilities, Robert Warner Rehabilitation Center, Special Prevention Education Project, Language Development Program of Western New York, The Children's Guild, and Erie County Medical Center.

For further information, contact Dr. Crayton Buck, Director, State University College at Buffalo, College Learning Laboratory, (716) 878-3023 or James DeLorenzo, New York State Education Department (518) 474-8917.

### *Effective Instructional Practices Institutes*

During the 1989-90 school year, the Office for Education of Children with Handicapping Conditions will sponsor four one-day institutes designed to share effective instructional strategies and exemplary programs with teachers, administrators and other interested educators at the middle and high school levels. The goals for these conferences will be: to expand educator's awareness of how middle school and high school students with mild handicapping conditions may successfully access State syllabi and local curricula in various subject areas; to enhance the knowledge and skills of teachers in modifying instructional techniques for these students; and to increase opportunities for these students to participate in the regular education program, enabling them to attain the skills and knowledge required of all students.

*(Continued on Page 12)*

It is anticipated that participation at regional conferences will enable teachers to gather information regarding curriculum modifications, State syllabi, innovative programs for middle and high school students, and regular and special education collaboration at the building level. Consultants and experts in various fields will present at these regional conferences. The dates and locations of these conferences are as follows:

March 14, 1990 — West Point
April 4, 1990 — Ryebrook
May 22, 1990 — Amsterdam

For further information regarding these conferences, please contact Lawrence Waite, OECHC, Division of Program Development, Room 1069-Education Building Annex, Albany, NY 12234.

## *Literature Review*

Michaelene M. Meger
*Research Assistant*
Department of Learning and Instruction
State University of New York at Buffalo
Christopher Baldy Hall
Buffalo, New York 14260

Johnson-Gentile., K., & Gentile, J.R. (Narrators and Performers). (1989). *The great horse & the greater horses* (Book and cassette recording). Buffalo NY: Genteels. $14.00 includes postage/handling. Can be purchased from: The Top Shelf, 10231 Sampson Road, Erie, PA 16509.

Who in this world hasn't had an occassional bad day, when nothing seems to go right and you just can't find the boost you need to turn things around? Well, *The Great Horse & The Greater Horses* is just what you are looking for. This poem, with music and lyrics throughout, was written for children as well as adults. With each listening, you will feel your spirits soar. The poem is more than uplifting, it is an experience.

*The Great Horse & Greater Horses* begins at a time when all horses ran free. It is written through the eyes of horses who are having their annual meeting. The committees report that humans are coming to capture the horses. They want to ride them, to use them for work, but worse of all, these humans eat horsemeat. The horses decide to run in order to avoid capture. The healthy horses make it quite clear, that any horse with a disability, will only be a burden to the herd and thus allow them to be captured. Therefore, the weak and handicapped are told to stay behind.

The disabled horses try to run anyway; however, they are unable to keep up the pace and fall behind, loosing their families and friends. Depressed, these horses begin to sing about their feelings, and through their singing they find renewed strength. This strength helps them band together when they learn that the other horses who fled, have been captured. Each horse then helps another, so that their disability no longer matters and they set out to free their family and friends sing, "We can do it!"

The journey has it's setbacks, but they never give up. Although the escape plan is difficult, it is a success and each horse learns, that in the end, they are all disabled in some way. What really makes the difference, is the love and friendship they have between them.

The moral of the poem is that we all need real friends. When something terrible happens we should view this as an opportunity to grow and learn, and work toward something positive, even if we do it in little steps each day, for "small steps make one giant step." The final song is as inspirational as it is lively. You will find yourself taping your feet and swaying to the music and no doubt wanting to listen to the entire poem again.

THE GENTEELS are a husband and wife team of Dr. Kay Johnson-Gentile and Dr. J. Ronald Gentile. Both are members of the American Federation of Musicians, Buffalo Local 92 and they write and perform their "genteel" music to provide messages of hope, of overcoming, and of brotherhood.

Kay is a recovered cancer patient and in 1977, she won an award as one of ten Outstanding Young Women in America for her volunteer work in music therapy with children with cancer. Ron is a Professor of Educational Psychology at the State University of New York at Buffalo. Anyone who knows or who has worked with Kay and Ron know them as giving, caring friends whose love and positive energies are reflected in every piece of music they sing and write.

*The Great Horse & The Greater Horses* was written and composed by Ron Gentile. It is available on cassette tape and comes with a booklet containing the poem and drawings of the horses. Ron's extraordinary talents are not only heard but felt through every word and magical note. Ron joins Kay in narrating the poem, as well as singing with her. He also plays the piano for this work. The beautiful voices of THE GENTEELS are accompanied by three able musicians from the Buffalo Philharmonic Orchestra. The Principal Trumpeter is David Kuehn, the French Hornist is Lowell Shaw and the String Bassist is Makoto Michil. Woody Hawley is a freelance artist from Erie Pennsylvania who drew the colored pictures in the booklet and his wife Pam Hawley is the proprietor of *The Top Shelf* which is the distributor of the book and tape.

This masterpiece by THE GENTEELS can be enjoyed by children of any age, however, the poem itself would most likely have more meaning for children from five years of age through adulthood. Everyone can identify with the story and therefore, the casettee and story book can effectively be used in a classroom setting, to help the children become more aware of the feelings and needs of others.

## Have You Moved?

Change of address notification should be sent to the Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091.

# MEMBERSHIP APPLICATION

**IDENTIFICATION**

## THE COUNCIL FOR EXCEPTIONAL CHILDREN

1920 Association Drive
Reston, Virginia 22091
Voice/TDD (703)620-3660
FAX (703)264-9494

**CHAPTER #** ____________

(If chapter number is not known, please leave blank. CEC will inform you of your placement in the appropriate state or provincial group.)

Name ______________________________________________
*First* ***(Please Print)*** *Initial* *Last*

Address ______________________________________________
*Street*

______________________________________________ ( )
*City* *State or Province* *Zip/Postal Code* *Phone* ☐ *work* ☐ *home*

Have you been a CEC member within the last year?
________ yes
________ no

CEC is authorized to make available, at an appropriate charge, the full or partial list of its members to certain carefully selected companies or organizations serving the fields of regular and special education. If you do not want your name included, please check this box: ☐

**CATEGORY**

| U.S. States | Regular | Student* |
|---|---|---|
| GA, ME, TX | ☐ 56.00 | ☐ 24.50 |
| FL | ☐ 56.50 | ☐ 24.00 |
| DE, KS, NV, VT, WA | ☐ 57.00 | ☐ 24.00 |
| CT | ☐ 57.00 | ☐ 24.50 |
| MT, NC, PA, RI | ☐ 58.00 | ☐ 24.00 |
| MI | ☐ 59.00 | ☐ 24.00 |
| CO, IL, MN, NY, OH | ☐ 60.00 | ☐ 24.00 |
| SC, VA, WI, WY | ☐ 60.00 | ☐ 24.00 |
| CA | ☐ 63.00 | ☐ 24.50 |
| All other States | ☐ 55.00 | ☐ 24.00 |
| Canadian Provinces | ☐ 55.00 | ☐ 24.00 |

***Student Discount Requirement.** To be eligible for student membership, your advisor must complete the following.

I certify that the above named person is a college or university student and is not engaged in full-time employment in the education profession.

Advisor's Signature ____________________

Name of School ____________________

Expected Graduation Date ____________________

**Special Membership Categories.** CEC has special discounts for husband/wife members and retired persons. If interested, check the appropriate box and return this form to CEC. Information on qualifications and dues will be mailed to you at the above address.

☐ Retired ☐ Husband/Wife

Did someone sponsor you as a member? If so, please record the person's name

____________________

**DIVISIONS**

*Only CEC members qualify for membership in CEC Divisions.*

C F 9 M

| | *Regular* | *Student* |
|---|---|---|
| A. Division on the Physically Handicapped (DPH) | ☐ 6.00 | ☐ 2.00 |
| *B. Council of Administrators of Special Education (CASE) | ☐ 40.00 | ☐ 20.00 |
| C. Council for Children with Behavioral Disorders (CCBD) | ☐ 17.00 | ☐ 9.00 |
| D. Division on Mental Retardation (CEC-MR) | ☐ 12.00 | ☐ 6.00 |
| E. Division for Children with Communication Disorders (DCCD) | ☐ 12.00 | ☐ 3.00 |
| F. Division for Learning Disabilities (DLD) | ☐ 15.00 | ☐ 8.00 |
| G. Division for the Visually Handicapped (DVH) | ☐ 10.00 | ☐ 5.00 |
| H. The Association for the Gifted (TAG) | ☐ 15.00 | ☐ 7.50 |
| I. Teacher Education Division (TED) | ☐ 15.00 | ☐ 5.00 |
| J. Division for Early Childhood (DEC) | ☐ 15.00 | ☐ 7.50 |
| K. Council for Educational Diagnostic Services (CEDS) | ☐ 15.00 | ☐ 7.00 |
| L. Technology and Media Division (TAM) | ☐ 10.00 | ☐ 10.00 |
| M. Division on Career Development (DCD) | ☐ 10.00 | ☐ 5.00 |
| N. Division for Research (CEC-DR) | ☐ 15.00 | ☐ 5.00 |
| **P. CEC Pioneers Division (CEC-PD) | ☐ 25.00 | |

*CASE membership is available to professional special education administrators, college faculty and post-masters students in administration of special education. (CEC Retired members are also eligible for CASE Student dues @ $20.00.) To join CASE, please complete the following:

Position Title: ____________________

Responsibilities: ____________________

____________________

**CEC-PD membership is available to Life, Retired, or 20-year CEC members.

**DUES**

*As a special education professional, your CEC membership may be tax deductible.*

$ __________ + $ __________ + $ __________ = $ ________ U.S.
**CEC Dues** **Division Dues** ***Certificate (Optional—$2.00)** **TOTAL DUES**

*Regular, Husband/Wife, Retired, Life, and Retired Life members are eligible to receive an attractive personalized Certificate of Membership. Simply enter $2.00 above. Allow up to 8 weeks for delivery.

Payment is by ☐ Check (in U.S. Dollars) ☐ MasterCard ☐ VISA

______________________________________________
Card No Bank No (MasterCard) Expiration Date

______________________________________________
Signature Daytime Telephone Number

*Please send this form and your payment to:*

**CEC**
**1920 Association Drive**
**Reston, VA 22091-1589**

Postal Notice: Annual membership dues in CEC include $11.00 for subscription to *Exceptional Children* and $7.50 for *TEACHING Exceptional Children*. Annual membership dues in CCBD Division include $5.50 for subscription to *Behavioral Disorders*, annual membership dues in CEC-MR Division include $4.50 for subscription to *Education and Training in Mental Retardation*. Please do not use this as a basis for payment.

# CALL FOR PAPERS AND PROGRAMS
## CEC's 69th Annual Convention
## Atlanta, Georgia
## April 1-5, 1991

DEADLINE: Submissions must be postmarked no later than May 31, 1990.

Ron Anderson, Program Chairperson of CEC's 69th annual convention, invites all interested persons to submit proposals. Proposals submitted for consideration must be postmarked no later than May 31, 1990. All proposals must be sent to the Program Chairperson for review.

As with recent conventions, training opportunities and professional sessions will occur from Monday through Friday. The program will consist of presentations both selected from this call for papers and solicited from presenters.

### SPECIAL CONSIDERATIONS

**Submission Process.** A 300–600 word abstract must be submitted describing the proposal. (Please do not send additional material or abbreviate in describing your proposal.) Be specific enough for reviewers to be able to grasp the nature of the program, its scope, and the planning done in preparation. Research proposals should include the hypothesis, research procedures, and the major findings. Only one proposal per presenter will be accepted for review. Persons submitting a proposal involving others (copresenters) should check to be certain that the individuals listed are not also committed to another program proposal and have agreed to be included in the submission. **Send to Ron Anderson, CEC, 1920 Association Drive, Reston, VA 22091-1589.**

**Documentation:** TWO COPIES of the 300–600 word proposal and cover sheet and TWO COPIES of the form on the next page must be included in the submission. The cover sheet should include the title, a 25–40 word session description, and the names of all presenters with addresses, phone numbers, employers, and respective roles (e.g., session leader, presenter, etc.). Do not use abbreviations (e.g., LD for learning disabled).

**Presentation Formats:** Three presentation formats are available for consideration by proposers. Please note, however, that each proposal will only be considered for the specific presentation format for which it is submitted. The three formats are:

1. Professional sessions—limited to one hour.

2. "Spotlight" sessions—limited to thirty minutes. The intent of "spotlight" sessions is to encourage presentations that focus on particularly effective practices and/or materials targeted toward practitioners in the field.
3. Poster Sessions— informal presentations in poster format of a research study or program/project.

Proposals for professional and spotlight sessions will not be combined into a common session. Poster sessions will be grouped by topic area. All accepted proposals will have exclusive use of the time.

**Selection Process:** The Program Chairperson, together with the Program Advisory Committee members, are responsible for selecting from the proposals submitted the papers and programs to be presented. Presenters will be limited to one session only.

**Topics:** A broad range of topics relevant to special education and related areas will be included in the program. Topics reflecting strong member interest are especially welcome. They include: collaboration, teacher advocacy, quality instruction, and areas which are typically inderrepresented (i.e., gifted and talented, at-risk populations, culturally and linguistically diverse students, medically fragile, etc.)

**Selection Criteria:** Innovativeness to the field, the degree to which a proposal addresses a particular need, specific audience appeal, clarity and organization of the proposal, and feasibility of presentation mode are importatant factors influencing a proposal's selection.

# 1991 CEC CONVENTION

**All Information Must Be Included as Requested for Proposals to be Considered.**

## PROPOSAL INFORMATION

1. Two copies of the proposal and the 25–40 word session description and two copies of this form must be included in the submission.
2. Title of Presentation: ___
3. Objective(s) of presentation ___
4. Time Requirements (CHECK ONLY ONE)

___ A. Regular Session (up to one hour)

___ B. Spotlight Session (up to 30 minutes; designed for and by Classroom Teachers)

___ Preschool
___ Elementary
___ Middle
___ High
___ Adult
___ Paraprofessional

___ C. Poster Session ___ Research ___ Program Description

5. Check the *ONE* area of classification that has the greatest applicability.

___ Administration (CASE)
___ Behavioral Disorders (CCBD)
___ Career/Vocational (DCD)
___ Communication Disorders (DCCD)
___ Early Childhood (DEC)
___ Gifted/Talented (TAG)
___ Learning Disabled (DLD)
___ Mental Retardation (CEC-MR)
___ Physically Handicapped (DPH)
___ Research (CEC-DR)
___ Visually Handicapped (DVH)
___ Ethnic/Multicultural (EMC)
___ Student (SCEC)

___ Adjudicated Youth (CCBD)
___ Community Based (CB)
___ Curriculum (CURM)
___ Ethnic/Multicultural (EMC)
___ Future Trends (FT)
___ Identification/Assessment (CEDS)
___ Inservice (INS)
___ Instruction (ISTR)
___ Instructional Materials (ISTR-M)
___ Interagency (INAG)
___ International Perspectives (IRC)
___ Multiple Disabled (MDIS)
___ Parent/School/Community (PSC)
___ Policy/Legal (GRU)
___ Prereferral (PRFL)
___ Preservice Training (TED)
___ Professional Concerns (PROCN)
___ Program Evaluation (PROE)
___ Relationship: Regular and Special Education (R:SRE)
___ Rural Service Delivery (RSD)
___ Technological Advances (TAM)
___ Transition (TRAN)
___ Other ___

6. Target Audience (Check one)

___ Early Childhood Teachers
___ Elementary Teachers
___ Middle Years Teachers
___ Secondary Teachers
___ Postsecondary Teachers
___ Administrators
___ Parents
___ Students
___ Support Personnel
___ Paraprofessional
___ Other

7. PLEASE CHECK ONLY IF YOU DEFINITELY PLAN TO USE:

___ Overhead Projector ___ Easel ___ Chalkboard ___ Screen
___ Standard Carousel Slide Projector/Tray ___ Display Table

8. Has this proposal been presented at any other professional meeting? Yes ___ No ___
If so, when: ___ where: ___

## PARTICIPANT INFORMATION

9. Name of Proposer ___ Position/Title ___
Business Address ___
___
CITY STATE/PROVINCE CODE
Business Phone ___ Home Phone ___
10. CEC Identification Number, if applicable ___ Chapter # ___
11. Persons submitting proposals are responsible to check to be certain that persons listed for this proposed presentation are not listed in another proposal submitted for the 69th annual CEC convention. Check here to indicate that you have complied with this. ___
12. Signature of Proposer: ___ Date Submitted: ___

## *PLEASE JOIN US!*

## New York State Federation CEC Convention

# Pursuing Excellence in Special Education

**November 1990**
**Marriott Hotel**
**Uniondale, Long Island, New York**

For additional information contact:
Mrs. Marlene Wechsler
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*the* FORUM
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New Paltz, New York 12561

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# the FORUM

A Publication of The New York State Federation of Chapters of the Council for Exceptional Children

**VOLUME 16, NO. 2** **SUMMER 1990**

# NEW YORK STATE CEC CONVENTION 1990

# PURSUING EXCELLENCE IN SPECIAL EDUCATION

# PROGRAM & REGISTRATION PACKET

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Issues of *The Forum* are generally abstracted in *Resources in Education* with availability in microfiche (ERIC). Issues are also generally abstracted in *Exceptional Child Education Resources.*

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*The Forum* comes with membership in CEC and a New York State Federation of Chapters' chapter. Copies of *The Forum* are available for purchase.

CEC membership applications can be secured from *Regional Representatives.*

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# President's Message

Dr. Barbara Mallette

The year of my presidency has flown by! Last June the twelve months loomed ahead like an unknown monster in Bloom County's anxiety closet. The monster never materialized (Thank goodness!). In retrospect, the past year has been a learning experience for me personally and for the entire Executive Board. The hiring of an Executive Secretary has lightened the load of board members and has allowed us to plan quality conventions in advance for our state members. Future plans for the Executive Secretary include pursuing advertisements for the *FORUM* and for convention program booklets. In addition, the Executive Secretary will execute plans to expand CEC membership in New York State (New York has slipped to a position of fourth in the nation in the number of CEC members).

The 1990s represent a personal milestone for me — I will turn forty next year! My friends assure me that the middle years will be joyous rejuvenating and enlightening. I want to believe that they are not lying to me. The 1990s also represent a milestone for New York State CEC. The organization has an opportunity to assume a leadership role in the field of special education. Many of our colleagues are implementing powerful interventions in service delivery to students with special needs and also to pre-service teachers. **Perhaps we need to do a better job at "tooting our horn" so that every professional in the state has information on how to replicate these interventions.** In addition, we have a professional obligation to at least try some of these interventions in our classrooms. We should not turn our backs on effective instructional strategies. Statewide dissemination should become one of the tasks that CEC pursues in the next decade. Professionals in New York State should also become more involved in sharing our best practices with our colleagues nationally and internationally. Perhaps CEC could explore even minimum support to our members who are presenting for the first time at an international CEC convention.

I leave the office with the comfort of knowing that my successor is well equipped to deal with this organization. Dr. Hank Mann has years of experience in special education. In addition, Dr. Mann brings many contacts with professionals across the state from his involvement with CEC and other professional organizations. I wish Dr. Mann and the Executive Board much luck next year. On behalf of the Executive Board, I want to thank the following individuals for their years of service to New York State CEC: Sharon Cramer (Regional Representative, Buffalo). Lyle Lehman (Past-President), Patricia McGovern (Secretary), Spencer Salend (Co-Editor, the *FORUM)*, and Marlene Wechsler (Regional Representative, Long Island). **New York State has become a stronger organization because of the efforts of these five individuals.** I wish them well in their endeavors and hope that they will continue to remain involved with us. May each of you use the next decade to sharpen your skills in developing more effective instructional programs for individuals with special needs and for teachers in training. ME? I'm going to attempt to accept the 40s with as much grace and dignity as my personality will afford.

**Have a wonderful summer. . .**

# VIEWPOINT

This issue of *The Forum* is concerned primarily with informing the readership of the upcoming NYS-CEC Convention "Pursuing Excellence in Special Education" scheduled for November 2 and 3. The convention planning committee has been hard at work for months to plan what promises to be an excellent program. The committee was pleased to receive a large number of thought provoking presentation proposals and has scheduled a diverse offering of speakers and topics. Participants will be pleased to find so many interesting choices in any given time slot. In addition, we are extremely fortunate to have Dr. Larry Silver, who will speak on Attention Deficit-Hyperactivity Disorder, and Dr. Mary Ann Driscoll, who will discuss self esteem, as our keynote speakers.

For educators and school administrators alike, summer is a time to reflect. We look back on the year's accomplishments and challenges and review plans and priorities for the future. As co-editor of *The Forum* this year, I am thankful for the help provided by the Editorial Advisory Board. Their assistance in publishing high quality and pertinent articles has been invaluable. I also salute our contributors who have worked hard to prepare their research and program descriptions for publication. Likewise, our Assistant Editors, Managing Editor, and members of the Executive Committee have assisted us in contributing information which heightens awareness of events on the state and national level. Most importantly, I would like to express my deep gratitude to my friend and colleague Spencer Salend, whose partnership during his term as co-editor has been invaluable. Without his editorial skills and scholarly expertise, I would not have attempted this responsibility. Because of the groundwork he has helped establish, I feel confident that *The Forum* will continue to be recognized as an exemplary CEC state publication.

Looking to the future, I solicit your participation in a variety of ways. It is my hope that *The Forum* will speak to topical issues and model programs which have not been described in detail in the recent past. We are considering issues that focus on gifted education, preschool handicapped and transition from school to work. Your ideas and manuscript submissions are strongly encouraged. I would again ask you to reflect on the title of our next "For'm and Agen'M" column — "Consultant Teacher Services: Promising or Problematic?" Take a stand, pro or con, and state your viewpoint in 500 words or less. If you are interested in serving on the editorial advisory board, please contact me and I will be happy to describe the responsibilities involved and inform you of the application process.

I would urge you, too, to reflect on the past year and then consider what activities will allow you best to use your talents in serving the disabled community and further your professional development.

Sincerely,
Catharine J. Reynolds
*Editor*

---

## Manuscript Submission

It is the policy of the editors of *The Forum* to encourage manuscripts from the field. Those interested in submitting articles for publication should consider the following:

1. All manuscripts must be typed double spaced on 8½ x 11 inch paper
2. Manuscripts should conform for style of presentation to the *Publication Manual of the American Psychological Association* (third edition).
3. Three copies of the manuscript should be sent to:
   Catharine J. Reynolds
   Editor, *The Forum*
   SUNY/The College at New Paltz
   307 Old Main Building
   New Paltz, New York 12561

Authors will be notified upon receipt of the manuscript. Manuscripts will be reviewed by field reviewers in terms of appropriateness for the journal, significance of content, writing style, and relevance to readers.

## Professional News

The following listing of conferences may be of interest:

**October 4-6, 1990.** 12th International Conference on Learning Disabilities. Austin, Texas. Contact: CLD, P.O. Box 40303, Overland Parks, KS 66204; 913/492-8755.

**October 18-20, 1990.** 1990 CEC's Multicultural Symposium, Albuquerque, New Mexico. Contact: CEC, 1920 Association Drive, Reston, VA 22901. 703/264-9448.

**October 26, 1990:** Learning How We Learn: Facilitating and Adapting Instruction to the Diverse Needs of Students, Keynote Speaker: Dr. David Sousa. Contact: The Mid Hudson Teachers Center, Old Main Building, SUNY/The College at New Paltz, New Paltz, New York 12561; 914/257-2885. Jointly sponsored by the SUNY/New Paltz Special Education Program and the Mid Hudson Teacher Center.

# NEW YORK STATE
# CEC CONVENTION 1990

## PURSUING EXCELLENCE IN SPECIAL EDUCATION

at
The Long Island Marriott Hotel
Uniondale, New York

November 2 and 3, 1990

## PROGRAM & REGISTRATION PACKET

# OFFICERS OF THE NEW YORK STATE FEDERATION OF THE CHAPTERS OF THE COUNCIL FOR EXCEPTIONAL CHILDREN

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Pamela Straker

**Please Note:** Group Meals (Friday lunch and Saturday breakfast) are available ONLY to those who pre-register. The Long Island Marriott has several fine restaurants to accommodate those who register on site.

# CONVENTION HIGHLIGHTS

## THURSDAY, NOVEMBER 1

| | |
|---|---|
| **10:00 a.m. - 4:00 p.m.** | Council of Administrators of Special Education (CASE) pre-convention meeting |
| **8:00 - 9:00 p.m.** | Early Registration |

## FRIDAY, NOVEMBER 2

| | |
|---|---|
| **12:00 - 2:00 p.m.** | DR. LARRY SILVER, noted psychiatrist and author of *The Misunderstood Child.* **"ATTENTION DEFICIT — HYPERACTIVITY DISORDER. WHAT IS IT? HOW IS IT TREATED? WHAT IS THE ROLE OF THE SCHOOL PROFESSIONAL?** Enjoy lunch (available to only those who pre-register) while listening to this informative presentation. |
| **DESSERT/SOCIAL HOUR/DANCE**<br>**8:30 p.m.** | Enjoy dinner on your own in one of the Marriott's fine restaurants, then join us for complimentary coffee and dessert. Sponsored by chapters 71, Nassau County, and 1002, Greater Queens, and the New York State Division for Early Childhood. |

## SATURDAY, NOVEMBER 3

| | |
|---|---|
| **8:30 - 10:00 a.m.** | DR. MARY ANN DRISCOLL<br>**"SELF-ESTEEM: BUILDING THEIRS AND KEEPING OURS"**<br>**AWARD PRESENTATION**<br>The speaker at our closing breakfast (included only for those pre-registered) is a respected psychologist with a unique outlook on self-esteem. |

Exhibitors will be on hand throughout the convention in a central location at the Long Island Marriott.

# CONVENTION SCHEDULE AT A GLANCE

## THURSDAY, NOVEMBER 1, 1990

**10:00 a.m. - 4:00 a.m.**

Pre-Convention meeting sponsored by the Council for Administrators of Special Education (CASE).

**8:00 - 9:00 p.m.**
**Early Registration**

## FRIDAY, NOVEMBER 2, 1990

| | |
|---|---|
| 8:00 a.m. - 5:00 p.m. | REGISTRATION |
| 8:15 - 8:45 a.m. | SESSION I |
| 9:00 - 10:15 a.m. | SESSION II |
| 10:30 - 11:30 a.m. | SESSION III |
| 11:30 a.m. - 12:00 noon | OPEN TIME TO VIEW EXHIBITS |
| 12:00 - 2:00 p.m. | LUNCH AND KEYNOTE PRESENTATION<br>**DR. LARRY SILVER**<br>**"ATTENTION DEFICIT — HYPERACTIVE DISORDER.** |
| 2:10 - 3:10 p.m. | SESSION IV |
| 3:20 - 4:20 p.m. | SESSION V |
| 4:30 - 5:30 p.m. | SESSION VI |
| 5:00 - 6:30 p.m. | NYS-CEC REPRESENTATIVE ASSEMBLY |
| 8:30 p.m. | DESSERT SOCIAL |

## SATURDAY, NOVEMBER 3, 1990

| | |
|---|---|
| 8:00 a.m. - 2:00 p.m. | REGISTRATION |
| 8:30 - 10:00 a.m. | BREAKFAST AND AWARDS CEREMONY<br>KEYNOTE ADDRESS<br>**DR. MARY ANN DRISCOLL**<br>**"SELF-ESTEEM: BUILDING THEIRS AND KEEPING OURS"** |
| 10:10 - 11:25 a.m. | SESSION VII |
| 11:35 a.m. - 12:35 p.m. | SESSION VIII |
| 12:35 - 12:55 p.m. | OPEN TIME TO VIEW EXHIBITS |
| 12:55 - 1:50 p.m. | SESSION IX |
| 2:00 - 2:50 p.m. | SESSION X |

SESSION I-X ARE CONCURRENT WORKSHOPS WITH AT LEAST SEVEN DIFFERENT PRESENTATIONS IN EACH TIME SLOT.

## FRIDAY, NOVEMBER 2

### REGISTRATION
8:00 a.m. - 5:00 p.m.

### SESSION I
8:15 - 8:45 a.m.

### 1A) INTEGRATING THERAPEUTIC DAY TREATMENT SERVICES WITH SPECIAL EDUCATION

*Presenter:* Russell Riggio (Assistant Director, Salisbury Center, Westbury, NY)

Discussion and video tape of a unique day program where on OMH clinical team provides treatment services within the special education program for secondary students who are severely emotionally disturbed.

### 1B) HOMEBOUND SERVICES FOR INFANTS AND PRESCHOOLERS WITH HANDICAPS

*Presenter:* Patricia Benz (Coordinator of OT/PT Services, Rosemary Kennedy Center, Wantagh, NY)

A model for providing homebound services to infants, toddlers and preschoolers with handicaps will be presented including curriculum related services, IFSP, family services, and case management.

### 1C) THE ROLE OF MUSEUMS IN EXPANDING CRITICAL THINKING SKILLS OPPORTUNITIES FOR YOUNG GIFTED CHILDREN

*Co-Presenters:* Barbara Baskin (Consultant, SUNY @ Stony Brook, Stony Brook, NY)
Eugenia Leussis (Museum of Mathematics in Art and Science, New Hyde Park, NY)

Instructional opportunities available in museums which complement the curriculum in math, science and social studies will be delineated.

### 1D) EXEMPLARY TRANSITION AND SUPPORTED EMPLOYMENT MODELS SUITABLE FOR REPLICATION THROUGH THE PEER REGIONAL NETWORK

*Co-Presenters:* Shelia Sarrett (Albertson, NY)
Joani Madarash (Dissemination Specialist, PEER Regional Network, Albertson, NY)
Stephanie Staniszewski (Research Specialist, PEER Network, Albertson, NY)

This presentation will briefly explain the PEER (Programs that are Exemplary in Education and Rehabilitation) process from nomination through technical assistance. Components of several successful employment programs will be discussed as well as methods service providers can use to enhance current program offerings.

### 1E) HOMELESS STUDENTS: AT RISK OF EDUCATIONAL FAILURE

*Presenter:* Kay Frank (Education Director, Student Advocacy, White Plains, NY)

Homeless students are at high risk of educational failure and need for special educational services. If we are to help them we need to know about their problems and how teachers and advocates can help.

### 1F) GRAPHIC REPRESENTATIONS: IMPLICATIONS FOR SPECIAL NEEDS STUDENTS

*Co-Presenters:* Mary Pittman (Rochester, NY)
Mary Miller (Rochester, NY)

This workshop will provide an overview of graphic representations and their use as an organizational strategy for use with special needs students. Workshop participants will have an opportunity to apply strategies through hands on activities.

### 1G) TECHNOLOGY FOR MAINSTREAMED STUDENTS WHO ARE VISUALLY IMPAIRED

*Co-Presenters:* David Jackson (Rosemary Kennedy Center, Wantagh, NY)
Patricia Busset (Associate Principal-Vision Impaired, Rosemary Kennedy Center, Wantagh, NY)
Patricia Walsh (Teacher-Vision Impaired, Rosemary Kennedy Center, Wantagh, NY)

Technology will be demonstrated to adapt print into braille or large print using modem, computer and special software, and to access commercial materials as provided for mainstreamed students with vision impairment.

### SESSION II
9:00 - 10:15 a.m.

### 2A) SHARED SESSION

9:00 - 9:45 a.m.

#### PARTNERS IN TEACHING—THE UNIQUE MENTOR INTERN RELATIONSHIP

*Co-Presenters:* Jan Barker (Coordinator of Staff Development, Madison-Oneida BOCES, Verona, NY)
Patty Vacca (Teacher, E.A. McAllister Elementary School, Sherrill, NY)

Entry of new teachers into the profession is eased through ongoing guidance of experienced colleagues. This session elaborates on the who-what-where-when-how of such relationships. Everybody wins teachers, students, administrators, parents!

9:45-10:15 a.m.

#### THE PRINCIPAL'S ROLE IN SPECIAL EDUCATION

*Presenter:* Dr. George P. Van Horn (Principal, Orchard School, Yonkers, NY)

The role of the Principal in developing a school culture which is accepting of students with disabilities. The Special Education Administrator's relationship with the Principal in this process will be explored.

### 2B) THINKING STRATEGIES FOR YOUNG CHILDREN

*Presenter:* Dr. Herbert Feingold (Principal, Ames Lower Elementary School, Massapequa, NY)

An awareness workshop on the theories of cognitive modifiability, cognitive function, mediated learning, task enhancing intrinsic motivation and implementation of a curriculum using all of the above theories.

### 2C) BUILDING A GIFTED PROGRAM DAY BY DAY

*Co-Presenters:* Connie Ungeheuer (Coordinator, Gifted/Talented Program, Levittown Public Schools, Levittown, NY)
Dr. Howard Litvak (Fourth Grade Gifted/Talented Teacher, Levittown Public Schools, Levittown, NY)

Presented will be the Levittown Gifted Program's District Wide Mode as developed over a seven year period. Emphasis will be on day to day articulation and modifications leading to immediate solutions, long-range program organization, stability, and revitalization. The workshop will highlight practical decision making and creative problem solving using senarios and simulations.

### 2D) A TRANSITIONAL MODEL FOR LEARNING DISABLED STUDENTS: HIGH SCHOOL TO COLLEGE

*Co-Presenters:* Dr. Roberta Gould (North Shore Schools, Sea Cliff, NY)
Selma Tanner (Counselor, Disabled Student Services, Nassau Community College)
Janis Schimsky (Assistant Professor-Specialist for Hearing Impaired Students, Disabled Student Services, Nassau Community College)
Dr. Victor H. Margolis (Coordinator, Disabled Student Services, Nassau Community College)
Suzanne Liff (Chairperson of Special Education, Herricks Schools)

A model assisting learning disabled students transitioning from high school to college by strengthening high school programs and encouraging networking and sharing of information between high school and college staffs.

### 2E) SHARED SESSION

9:00-9:45 a.m.

### ALTERNATIVE LEARNING STATEGIES IN THE NONPUBLIC SCHOOL RESOURCE ROOM: A PROGRAM IN JEWISH DAY SCHOOLS

*Co-Presenters:* Dr. Jed P. Luchow (Professor, The College of Staten Island, Staten Island, NY)
Naomi Nadata (Resource Room Teacher, Hebrew Academy of Nassau County, West Hempstead, NY)
Rivka Gutkind (Resource Room Coordinator, Yeshiva Darchei Torah, Far Rockaway, NY)
Rabbi Martin Schloss (Director, Special Education Center, The Board of Jewish Education of Greater New York, New York, NY)

This workshop will discuss and demonstrate alternative learning strategies used in Resource Rooms in Jewish Day Schools which require a restructuring and collaboration with regular personnel in both secular and Jewish studies.

9:45-10:15 a.m.

### THE EFFECTS OF SYMBOLIC MODELING ON THE ATTITUDES OF CHILDREN TOWARD THEIR DEVELOPMENTALLY DISABLED PEER

*Co-Presenters:* Dr. Shoshana Rybak (HASC, Brooklyn, NY)
Dr. Howard Everson (Office of Academic Affairs, City College of New York, New York, NY)

Presentation of research findings of positive attitudinal change in children toward their handicapped peers. Presenters will discuss their methods, results, and implications for mainstreaming in educational as well as recreational settings.

### 2F) INTRODUCTION TO LEARNING STYLE AND BRAIN BEHAVIOR: IMPLICATIONS FOR TEACHING SPECIAL EDUCATION CHILDREN

*Presenter:* Dr. Rita Dunn (Director Learning Styles Workshop, St. John's University, Jamaica, NY

This session will introduce the concept of learning styles and offer an overview of the 21 elements of learning style that have significantly increased student achievement and improved student attitudes toward learning and behavior within six weeks.

### 2G) SHARED SESSION

9:00-9:45 A.M.

### THE MULTIDISCIPLINARY TEAM APPROACH IN THE DELIVERY OF SERVICES TO STUDENTS WITH PHYSICAL AND MULTIPLE HANDICAPS

Presenter: Flora Cohen (Carmen Road School, Massapequa Park, NY)

Workshop defines the goals of a multidisciplinary team; presents a role-playing scenario with team members discussing a student's needs; and describes how this approach improves service delivery for students.

9:45 - 10:15 A.M.

### BEST PRACTICES IN THE EDUCATION OF PHYSICALLY DISABLED ADOLESCENTS

*Co-Presenters:* Joseph M. Russo (Human Resources School, Albertson, NY)
Richard Kuntzler (Westbury, NY)
Sheryl Chuzmir (Port Washington, NY)

The focus of this session will be on effective research-based instructional strategies and physical modifications needed in educating physically disabled adolescents.

## SESSION III

10:30 - 11:30 a.m.

### 3A) PARTNERSHIP IN EDUCATION: THE DEVELOPMENT OF SCHOOL BASED TEAMS TO FACILITATE INTERACTION BETWEEN REGULAR AND SPECIAL EDUCATION PERSONNEL

*Co-Presenters:* Dr. Paul A. Lochner (Assistant Superintendent, Levittown Public Schools, Levittown, NY)
Dr. Barry E. McNamara (Coordinator, Graduate Program in Learning Disabilities, Lehman College, Bronx, NY)

A model to facilitate the interaction between regular and special educators will be discussed. Key elements are development of building level teams; incentives for staff participation; and increasing competencies of ALL teachers in order to meet the needs of ALL students.

### 3B) FROM THE BEGINNING: EARLY DETERMINATION OF DEVELOPMENTAL OUTCOME IN THE PREMATURE NEWBORN

*Co-Presenters:* Dr. Paul H. Lipkin (Schneider Children's Hospital, New Hyde Park, NY)
Dr. Lisa Altshuler
Dr. Monica Suchoff
Marcia Zinger, R.N.

Through the demonstration of a hospital-based pediatric program and a discussion of current research, a interdisciplinary method for early determination of developmental risk in premature newborns will be shared.

### 3C) ADAPTING A GIFTED PULL-OUT PROGRAM FOR THE PHYSICALLY HANDICAPPED, EMOTIONALLY HANDICAPPED, AND LEARNING DISABLED CHILD

*Co-Presenters:* Denise Johnson (Merrick Elementary School District, Merrick, NY)
Mel Isaacs (Merrick Elementary School District, Merrick, NY)

This presentation will outline the groundwork, plans, criteria assessment and adjustment, scheduling and accommodations made to facilitate the inclusion of the physically and/or emotionally handicapped student as well as the learning disabled child in the APEX Gifted Program of the Merrick Elementary School District.

### 3D) INCREASING SOCIAL STUDIES INSTRUCTION IN SPECIAL EDUCATION

*Co-Presenters:* Dr. Effie P.M. Simmonds (Assistant Professor, The College of Staten Island, Staten Island, NY)
Dr. Mimi Rosenberg (Associate Professor Kean College, Union, NJ)

The importance of social studies instruction in Special Education and the need for teacher preparedness to provide content area instruction are highlighted. Important implications and approaches to effective implementation will be emphasized.

### 3E) LD COLLEGE STUDENTS: COPING WITH LITERACY AND LANGUAGE

*Co-Presenters:* Dr. Audrey H. Eisen (Department of Speech, Hearing, & Audiology, Hofstra University, Hempstead, NY)
Dr. Sheldon Horowitz (Coordinator, Learning Diagnostic Program, Schneider Children's Hospital, New Hyde Park, NY)

This workshop will overview and exemplify the literacy skills of language-learning disabled college students.

### 3F) LEARNING STYLES: THE PATH TO POSITIVE CONNECTIONS

*Presenter:* Steven Speisman (Special Education Teacher, North Babylon High School, North Babylon, NY)

Every person has their own learning style. This workshop will examine how this process interfaces with individual teaching styles. Practical applications and strategies for classroom use will be examined.

### 3G) TRANSITION FROM SCHOOL TO ADULT LIFE FOR THE DEAF, BEHAVIORALLY DISORDED STUDENTS: PROGRAM DEVELOPMENT AND IMPLEMENTATION

*Co-Presenters:* Dr. A. Daddiego (Lexington School for the Deaf, Jackson Heights, NY)
Jeanine Jemmott (Lexington School for the Deaf, Jackson Heights, NY)

The session will explore components of successful transitional programmed for deaf, severely multihandicapped young adults. Attendees will participate through discussion and recommendations, receiving additional feedback at a later date.

11:30 a.m. - 12:00

## OPEN TIME TO VIEW THE EXHIBITS

12:00 - 2:00 p.m.

## KEYNOTE ADDRESS
## LUNCHEON

### *WELCOME*

Eddy Bayardella
Executive Director of Special Education
New York, New York

### ATTENTION DEFICIT-HYPERACTIVITY DISORDER: WHAT IS IT? HOW IS IT TREATED? WHAT IS THE ROLE OF THE SCHOOL PROFESSIONALS?

*Presenter:* Dr. Larry Silver (Director Tri Services, National Institute of Dyslexia, Rockville, MD)

## SESSION IV
2:10 - 3:10 p.m.

### 4A) A CHILD ADVOCATE CAN ASSIST A CSE, NOT HURT

*Presenter:* Helene H. Agatstein (Private Consultant, Valley Stream, NY)

An advocate that is highly conversent with the law and the roll of the school district can assist the parents in understanding what the district must offer and the limitations and constriants the CSE is under.

### 4B) SHARED SESSION
2:10 - 2:40 p.m.

### FRAGILE X SYNDROME: AN OVERVIEW FOR EDUCATORS

*Presenter:* Dr. Andrew R. Adesman (Division of Developmental & Behavioral Pediatrics, Schneider Childen's Hospital, New Hyde Park, NY)

Fragile X syndrome is a newly recognized, common cause of mental retardation. This presentation will provide early childhood professionals with an overview of this disorder and its clinical presentation in young children.

2:40 - 3:10 p.m.

### FETAL ALCOHOL EFFECTS IN CHILDREN

*Presenter:* Dr. Sheldon Horowitz (Division of Developmental & Behavioral Pediatrics, Schneider Children's Hospital, New Hyde Park, NY)

Fetal Alcohol Effects have been identified in increasingly large numbers of school age children. An overview of cognitive and behavioral data as well as an opportunity to explore etiological factors will be provided.

### 4C) ADDRESSING THE EMOTIONAL AND LINGUISTIC NEEDS OF STUDENTS WITH LIMITED ENGLISH PROFICIENCY-THE MULTICULTURAL SCHOOL MODEL

*Co-Presenters:* Betty Rosa (Principal, PS 53, New York, NY)
Dr. Roser Salavert (Program Evaluator, PS 53, New York, NY)

This workshop presents an innovative program that uses the student's dominant language for instructional counseling and management purposes so as to address the cognitive and affective learning needs of bilingual disabled students.

### 4D) ED PROGRAMS AIN'T WHAT THEY USED TO BE

*Co-Presenters:* Elizabeth Haebler (Ridgewood High School, Ridgewood, NJ)
Abraham Matus
Robert Rinn
Josephine Delaney

This intensive two-year transitional program offers a home base to emotionally disturbed students, is cost effective, concentrates counseling and guidance services, and provides for behavior modification efforts in a way not presently available in most ED classes.

### 4E) THE BEHAVIORALLY DISORDERED CHILD AND A PARENT-PROFESSIONAL COLLABORATION THAT WORKS

*Co-Presenters:* Judith H. Bloch (Executive Director, Variety Preschooler Workshop, Syosset, NY)
Sunny Holmes (Assistant Executive Director-Education, Variety Pre-Schooler's Workshop, Syosset, NY)

This workshop will show an award-winning film of acting-out, assaultive children (5-7) in a special education classroom. Specific techniques for the management of acute problems will be discussed, as well as an approach which prepares parents to participate in the assessment of their child's behavior.

### 4F) LOCATING AN ALTERNATE SECONDARY SPECIAL EDUCATION PROGRAM ON A COLLEGE CAMPUS

*Co-Presenters:* Ronald Smalls (Supervisor for Special Education, Salisbury Center, Westbury, NY)
Arthur Goodman (ALP Principal, Rosemary Kennedy Center, Wantagh, NY)
Dr. Sheldon Wacksman (Program Psychologist, C.W. Post College, Brookville, NY)

The design for an innovative program for high school age students with average or above average intelligence but school resistant located on a college campus will be presented.

### 4G) PARENTS AND FAMILIES WITH PERSONS WITH DEAF-BLINDESS: WHAT HAVE WE LEARNED?

*Co-Presenters:* Kathleen McNulty (Helen Keller Center, Sands Point, NY)
Valerie Dwork (Hicksville, NY)

Presentation of data collected from parents of children who are deaf-blind with a discussion on implications for parent training models and community-based service delivery responding to a low-incidence severely handicapped population.

## SESSION V
3:20 - 4:20 p.m.

### 5A) MANAGEMENT MODEL FOR ADMINISTERING A CENTER BASED PROGRAM: ITS IMPACT ON STUDENT ACHIEVEMENT/BEHAVIOR

*Co-Presenters:* Dr. Vito Loiacono (BOCES III, James E. Allen Learning Center, Dix Hills, NY)
Santo Paci (Teacher Coordinator, BOCES III, James E. Allen Learning Center, Dix Hills, NY)

# NOTES, REMINDERS, GENERAL INFORMATION

There will be a pre-convention meeting of The Council of Administrators of Special Education on Thursday, November 1, 1990 from 10:00 a.m. - 4:00 p.m.

The morning session will be a business meeting and the afternoon session will be entitled "Programs and Ideas That Work".

For more information contact:

**Gary Pogorzelski**
*Assistant Superintendent*
*For Pupil & Administrative Services*
**Niagara Wheatfield CSD**
**2794 Saunders Settlement Road**
**Sanborn, NY 14132**

**(716) 731-3241 ext. 214**

# BONUS FOR SATURDAY PRE-REGISTRANTS

Pre-registrants for Saturday are invited to attend after 3:20 on Friday afternoon.

## TRANSPORTATION TO THE LONG ISLAND MARRIOTT FROM KENNEDY OR LAGUARDIA AIRPORT

1. L.I. Checker Cab Company **(516) 486-1111**
   $22.00 for up to 2 people ($11.00 for each additional passenger). Call before flight to New York to arrange for pick-up.
2. Limo Service at airports (arrange after flight at airport) generally $25.00.
3. Yellow cabs generally double their fare after crossing the Nassau County Line. You could expect this to cost $50.00 - $60.00.

## *YOU MUST SEE LONG ISLAND TO BELIEVE IT!!!*

The Long Island Marriott is a short distance from college and professional theater, Nassau Coliseum — home of the New York Islanders, historical attractions such as the Roosevelt Estate, shopping, fine restaurants and more!!

Information regarding transportation or entertainment can be obtained by sending a self-addressed stamped envelope to:

Eileen Meister
Transportation Committee
600 N. Broadway
Amityville, NY 11701

Ronnie Gold
Entertainment Committee
8 Elf Road
Syosset, NY 11791

# Registration Information

*"Pursuing Excellence In Special Education"*

**Marriott Hotel**
**Uniondale, Long Island, New York**
**November 2 - 3, 1990**

**Pre-registration fee** includes full lunch or breakfast with keynote speaker for conference day(s). Registration forms must be postmarked by **October 21, 1990** to be eligible for meals. **On-Site Registration,** for those registration forms postmarked after October 21, 1990, will not include meals; on-site/post October 21, 1990 registrants may purchase lunch at any of the hotel restaurants.

*Please indicate by checking:*

| **Pre-Registration**<br>(Due by October 21, 1990) | **On-Site Conference Registration** |
|---|---|
| **CEC Members** | |
| Full Conference $75___________<br>(Fri. & Sat. 1 meal included) | $75___________<br>(Meals not included) |
| Friday Only $45___________<br>(Friday lunch included) | $45___________<br>(Luncheon not included) |
| Saturday Only $40___________<br>(Saturday breakfast included) | $40___________<br>(Breakfast not included) |

**Note:** A CEC membership form is provided with this registration material. Individuals who include the membership form, with a separate check made out to CEC, may register as CEC members.

| **Pre-Registration** | **On-Site** |
|---|---|
| **Non CEC Members** | |
| Full Conference $85___________<br>(Fri. & Sat. 1 meal included) | $85___________<br>(Luncheon not included) |
| Friday Only $50___________<br>(Friday luncheon included) | $50___________<br>(Luncheon not included) |
| Saturday Only $45___________<br>(Saturday breakfast included) | $45___________<br>(Breakfast not included) |
| **Students** | |
| Full Conference $40___________<br>(Fri. & Sat. 1 meal included) | $40___________<br>(Luncheon not included) |
| Friday Only $25___________<br>(Friday luncheon included) | $25___________<br>(Luncheon not included) |
| Saturday Only $15___________<br>(Saturday breakfast included) | $15___________<br>(Breakfast not included) |

| **Pre-Registration** | **On-Site** |
|---|---|
| **Presenters/Retirees** | |
| Full Conference $55___________<br>(Fri. & Sat. 1 meal included) | $55___________<br>(Meals not included) |
| Friday Only $35___________<br>(Friday luncheon included) | $35___________<br>(Luncheon not included) |
| Saturday Only $25___________<br>(Saturday breakfast included) | $25___________<br>(Breakfast not included) |

Name______________________________ CEC id.# ______________
Address ______________________________________________
City______________________ State ______________ Zip ___________
If full time student (12 credits).
Advisor's signature ___________________________________

**Instructions:** 1. Fill out completely. 2. One person per form. 3. Make check or money order payable to NYS CEC Conference 1990. 4. Mail form and payment to: Bertha L. Perez, 59-35 160 Street, Flushing, New York 11365 (718) 961-7088.

REQUESTS FOR REFUND of registration fee must be made in writing by **October 11, 1990.** There will be no refunds issued during the conference.

**Note:** Group rates are available for groups of ten or more from one agency. Call Bertha Perez (718) 961-7088 for more information.

## NYS - CEC 1990 HOTEL RESERVATION

Send directly to hotel.

Name (print) ____________________ Phone # (     ) ____________

Address ________________________________________

City ______________ State ____________ Zip ________

For arrival on ________________ (day) (date)    Depart on ________________ (day) (date)

Please reserve ____________ No. of Rooms for ____________ People

Name(s) of person(s) sharing accommodations ____________

________________________________________

☐ Check or money order enclosed ☐ Diners Club ☐ Carte Blanche
☐ American Express ☐ Visa Amount $____________
☐ MasterCard (Please include interbank # below card #)

Credit Card Number ____________________ Expiration Date ________

Signature ____________________ Phone # (     ) ____________
I authorize the Long Island Marriott Hotel to charge my account for one night's deposit and all applicable taxes.

Check-out time is 1:00 P.M. Rooms may not be available for check-in until after 4:00 P.M.

**New York State Council for Exceptional Children**

**November 1-November 4, 1990**

**Cut Off Date: October 11, 1990**

| | |
|---|---|
| Single: | $80.00 |
| Double: | $90.00 |
| Triple: | $90.00 |
| Quad: | $96.00 |

Mail To:
Long Island Marriott
101 James Doolittle Blvd.
Uniondale, NY 11553

**Reservations requested after the cut off date are subject to availability. Rooms may still be available after the cut off date, but not necessarily at the above rate. Please apply 8¼ sales tax to the above rates.**

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# *ANNOUNCING!!!*

## CALL FOR PAPERS

## NEW YORK STATE FEDERATION CEC CONVENTION

**November 8 and 9, 1991**

**Hyatt Regency**
**Buffalo, New York**

Planning for our 1991 convention in Buffalo is underway. The two day convention on Friday and Saturday will feature a keynote speaker as well as individual workshop sessions. Share your innovative programs, activities, and current research on topics related to the delivery of service to individuals with exceptionalities. Proposal cover sheet on page 26.

# PLAN AHEAD!!!

## NEW YORK STATE FEDERATION CEC CONVENTION

*"Special Education. . . .
Meeting the Challenge"*

**NOVEMBER 8 & 9, 1991**

**HYATT REGENCY HOTEL**
**Buffalo, New York**

*For additional information contact:*
Dr. Barbara Mallette
43 High Street
Cassadaga, New York 14718
(716) 595-2641 (home)
(716) 673-3204 (work)

Dr. Sylvia Neira (Psychologist, BOCES III, James E. Allen Learning Center, Dix Hills, NY)
Rose Heavey (Teacher, BOCES III, James E. Allen Learning Center, Dix Hills, NY)

A management model which provides on-going staff development and accountability within the contractual work day. Approaches/strategies will be discussed on "how to" effectively/efficiently apply this (or a modification of this) model and to understand how it will enhance the achievement level of students.

### 5B) PROJECT CLASS: COMBINING LANGUAGE AND SOCIAL SKILLS

*Co-Presenters:* Mary Margaret Weiss (Assistant Principal, Early Childhood Center, Wheatley Heights, NY)
Edie Vegoda (Teacher, Early Childhood Center, Wheatley Heights, NY)
Matt Tedeschi (Psychologist, Early Childhood Center, Wheatley Heights, NY)
Sally Plesser (Social Worker, Early Childhood Center, Wheatley Heights, NY)
Lisa Phillips-Springer (Speech Therapist, Early Childhood Center, Wheatley Heights, NY)

This presentation demonstrates the development, implementation and evaluation of a social skills training program for preschool children with special needs.

### 5C) THE DEVELOPMENTAL LEARNING PROGRAM

*Co-Presenters:* C. Leonard Davis (Director, Developmental Learning Program Deer Park, NY)
Nadine Heyman (Division Director, Developmental Learning Program, Port Washington, NY)

Most students referred to the Developmental Learning Program are "at risk", having the probability of dropping out of school. DLP offers the last resort transitional mode which is not characteristic of any public school curricular offerings, and has been extremely successful in helping its students to ultimately attain their high school diplomas.

### 5D) SPECIAL EDUCATION, PROGRAM PLACEMENT AND ITS PROPOSED EFFECT ON THE LOCUS OF CAUSALITY OF STUDENTS WITH HANDICAPPING CONDITIONS

*Presenter:* Dr. Philip S. Cicero (Greenlawn, NY)

The development of self-reliance has been a major goal of education. However the special education system in conjunction with program placement may affect the perception of causality by students with handicapping conditions. This workshop will investigate this senario while providing recommendations for the facilitation of self-reliance and internality of causation by student with handicapping conditions.

### 5E) THE WILLOWBROOK PANEL — DID IT WORK?

*Co-Presenters:* Dr. Harold Michal-Smith (Chairman of Professional Advisory Board)
Dr. Horace Mann (Vice-Chairman of PAB)
Patricia McNelly (Nurse Emeritus, Center Wisconsin Developmental Center)
Frances Connor (Professor, Teacher's College, Columbia University, New York, NY)
Joe Harris (Past-Commissioner, Quality of Care, NY)
Letitia Johnson (Nutritionist, Past-President, Pennsylvania Association of Nutritionists)
Robert Gettings (Executive Director, National Association of the State Mental Retardation Program Directors)

This program will review the role of the committee as defined by the Consent Decree and will share what it believes have been significant changes that have occurred and/or been instituted since its creation.

### 5F) EVOLUTION FROM STUDENT TEACHER TO PROFESSIONAL

*Co-Presenters:*
Dr. Mary Palamar (Director of Special Education, Nazareth College, Rochester, NY)
Roselle Chamberlain (Fairport, NY)
Linda Chapman (Victor, NY)

The use of interactive logs between college supervisor and student teacher are described as a vehicle for enhancing communication and promoting professional development.

### 5G) THE SUCCESSFUL AUTISTIC CLIENT

*Co-Presenters:* Robin Ward (PS 177Q, Flushing, NY)
Joan Baltman (Assistant Principal, PS 177Q, Flushing, NY)
Barbara Vanacore (Teacher, PS 177Q, Flushing, NY)
Madeline Hassell (Unit Coordinator, PS 177Q, Flushing, NY)
Elizabeth DeFrancisco (Teacher, PS 177Q, Flushing, NY)
Estelle Gershberg (Speech Teacher, PS 177Q, Flushing, NY)
Irene Strum (Evaluator, New York, NY)

Assuming some independence in life need not be ruled out by the diagnosis of Autism. Utilizing a truly functional approach, P.S. 177 provides an environment that teacher realistic life skills with success.

## SESSION VI

4:30 - 5:00 p.m.

### 6A) A SCHOOL BASED INTEGRATED PRO-

### JECT: DRUG AND ALCOHOL PREVENTION, EDUCATION AND TREATMENT FOR HIGH RISK AND MULTIPLY DISABLED YOUTH

4:30 - 6:00 p.m.

*Co-Presenters:* Chandra Bennett Rivera (Supervisor of Psychological Services and Student Intake, BOCES III, Deer Park, NY)
Dr. Robert DeTour (North Suffolk Center)

A grant program for drug and alcohol prevention and education for unserved, underserved, and high risk youth, which also provides treatment of multi-disabled individuals under 21. This program will discuss the impact of this service on Special Education students; the implementation/logistics of education and prevention instruction in the classroom by chemical dependency specialist; staff in-service training; drug and alcohol student/parent contracts.

### 6B) SUPPORTED EMPLOYMENT — THE CENTER -BASED PROGRAM MODEL

*Presenter:* Steven Kessler (Rosemary Kennedy Center, Wantagh, NY)

A how-to review of the training and services of the Nassau BOCES supported employment model that places students who have moderate to severe disabilities in paid competitive employment before graduation.

### 6C) STUDENTS IN TRANSITION FROM HOSPITAL TO SCHOOL

*Presenter:* Jane Huggins (Four Winds Hospital)

### 6D) ONE OPTION TO THE PLACE CALLED SCHOOL. A UNIQUELY DIFFERENT APPROACH CREATED BY THE MIDDLE COUNTRY CENTRAL SCHOOL DISTRICT TO SERVICE ITS CATEGORY III, EMOTIONALLY DISTURBED POPULATION

*Co-Presenters:* Kathleen L. Kelly (Unity Drive Learning Center, Centereach, NY)
Bill Starke
Alise Guarnaschelli
Christine Carrion

An educational delivery team will discuss the integration of all school functions in the context of a multi-disciplinary milieu paradigm for use in a traditional six hour school setting.

### 6E) PROGRAMMING STRATEGIES FOR TEACHING HUMAN SEXUALITY TO EXCEPTIONAL CHILDREN

*Co-Presenters:* Toni St. John (Human Sexuality Teacher/trainer, Maryhaven Center of Hope, Port Jefferson, NY)
Leslie Epstein (Certified School Social Worker/Human Sexuality Trainer, Maryhaven Center of Hope, Port Jefferson, NY)

In order to address student's concerns regarding a variety of sexual issues, this workshop has been developed to train and sensitize resource persons in school and residential settings.

### 6F) APPLIED TECHNOLOGY: THE FUTURE IS HERE!

4:30 - 6:00 p.m.

*Co-Presenters:* Rosemarie Nuzzi-Citarella (Coordinator of Rehabilitation Technology Services, UCP of Nassau, Roosevelt, NY)
Gail Cracco (Adaptive Seating Specialist, UCP of Nassau, Roosevelt, NY)
Ron Arroyo (Electronics Rehabilitation Engineer, UCP of Nassau, Roosevelt, NY)
Sue Rosen (Lead Teacher/Computers & Augmentive Devices, UCP of Nassau, Roosevelt, NY)
David Sussman (Senior Therapist - Adults, UCP of Nassau, Roosevelt, NY)

This presentation will describe several of UCP Nassau's Applied Technology model programs of service delivery for children/adults. This will include client evaluations/training in areas of seating, mobility, computer access/use and communication.

### 6G) CREATIVE EXPRESSION AND DANCE DESIGN FOR CHILDREN WHO ARE MENTALLY RETARDED AND MULTIPLY HANDICAPPED

*Co-Presenters:* Cecilia LaRock (P.811Q, Little Neck NY)
Sybil Sheinberg (Principal, P.811Q, Little Neck, NY)

This session will demonstrate the process involved in developing a creative dance program for students who are mentally retarded and with severe multiple handicaps.

5:00 - 6:30 p.m.

**NYS-CEC**
**REPRESENTATIVE ASSEMBLY**

8:30 p.m.

**DESSERT SOCIAL**

Enjoy dinner on your own in one of the Marriott's fine restaurants, then join us for complimentary coffee, dessert and dance. Sponsored by Chapters #71, Nassau County Chapter, and #1002 Greater Queens Chapter and the New York State Division for Early Childhood.

## SATURDAY, NOVEMBER 3

**REGISTRATION**
8:00 a.m. - 2:00 p.m.

8:30 - 10:00 a.m.
**KEYNOTE ADDRESS**
**AWARDS PRESENTATION**
**BREAKFAST**

Dr. Mary Ann Driscoll
**"SELF-ESTEEM: BUILDING THEIRS AND KEEPING OURS"**

## SESSION IV

10:10 - 11:25 a.m.

### 7A) SHARED SESSION

10:10 - 10:55 a.m.

### A WRITING PROGRAM FOR LEARNING DISABLED STUDENTS USING WORD PROCESSING WITH AUDITORY FEEDBACK

*Co-Presenters:* Dr. Catharine J. Reynolds (SUNY/The College at New Paltz, New Paltz, NY)
Elizabeth Reeder (Resource Room Teacher, Highland Middle School, Highland, NY)
Dr. Joseph Trippi (SUNY/The College at New Paltz, New Paltz, NY)

A field-based research study of the effects of teaching learning disabled middle school students the writing process using **Talking Textwriter,** a word processing software program, which produces synthetic speech.

10:55 - 11:25 a.m.

### TALKING BOOKS FOR LEARNING DISABLED STUDENTS: ONE IN-SCHOOL APPLICATION

*Presenter:* Melissa Price (Harpursville, NY)

A program for Learning Disabled students using Talking Books from LBVH. Implications for improved reading, knowledge of literature, oral expression, and listening comprehension will be discussed.

### SHARED SESSION

10:10 - 10:55 a.m.

### 7B) THE CONSULTANT TEACHER MODEL: VARIATIONS ON A THEME

*Co-Presenters:* Dr. Shelia K. Hollander (ITES, Adelphi University, Garden City, NY)
Dr. Ruth Gold (Hofstra University, Hempstead, NY)

Results of a survey of implementation models in New York State will be presented. Audience will be encouraged to describe problems and progress of models in their own districts.

10:55 - 11:25 a.m.

### TRAINING ADULT POOR READERS TO USE TEXT COMPREHENSION STRATEGIES

*Presenter:* Dr. Rebecca Rich (Mamaroneck, NY)

This research showed strategy training to improve the comprehension of adult poor readers. Subjects trained in self-questioning and summarizing techniques significantly outperformed controls.

### 7C) CURRICULUM-BASED ASSESSMENT: LINKING ASSESSMENT WITH INSTRUCTION

*Presenter:* Dr. Deborah Shanley (Medgar Evers College-City University of New York, Brooklyn, NY)

Curriculum-based assessment has been widely proposed as a method to supplement formal testing procedures or to link the assessment process more closely with instruction. This workshop will provide hands on experiences to illustrate how to use the information obtained for decision-making purposes, instructional planning and as a means to measure effectiveness.

### 7D) SHARED SESSION

10:10 - 10:55 a.m.

### PARENT IN CLASSROOM TRAINING (PICT)

*Co-Presenters:* Ellen Mollen (C.S.W., The Herbert G. Birch School for Exceptional Children, Flushing, NY)
Mindy Small (M.A., The Herbert G. Birch School for Exceptional Children, Flushing, NY)

This session will discuss the goals of PICT which are to increase parent and educator sensitivity and to assist parents in becoming effective change agents.

10:55 - 11:25 a.m.

### WE'RE STILL HERE! SERVING SIBLINGS DESPITE REDUCED FUNDING

*Co-Presenters:* Sharon Cramer (Assistant Professor, Exceptional Education, State University College at Buffalo, Bufffalo, NY)
Tracy Edwards (Teacher/Sibling, Erie I BOCES)
Alan Erzkus (Supervisor, Erie I BOCES)
Kathy Hennig (Language Development Program)
Karen Mayweather (Family Trainer, Heritage Education Program)
Pat Mosser (Parent Network)

This session will describe community-wide strategies used to meet the needs of siblings of individuals with disabilities—without external funding. Sample materials and surveys will be distributed.

### 7E) SHARED SESSION

10:10 - 10:55 a.m.

### REPAIRING DAMAGED ADOLESCENTS: AN INNOVATIVE INTEGRATION OF EDUCATION AND THERAPY AT FOUR WINDS-SARATOGA

*Co-Presenters:* Rolfe Lawson (Assistant Director, School Service, Four Winds-Saratoga, Saratoga Springs, NY)
Dr. Douglas O. Lipp (Program Director, Adolescent Services, Four Winds-Saratoga, Saratoga Springs, NY)
Catherine Sanderson (Director of Activities, Four Winds-Saratoga, Saratoga Springs, NY)

Description of an innovative program which integrates academic, theraputic, and expressive arts activities for psychiatrically hospitalized adolescents.

10:55 - 11:25 a.m.

### IT WORKS! EVOLUTION OF A MAINSTREAMED

#### HIGH SCHOOL PROGRAM FOR MODERATELY RETARDED STUDENTS

*Co-Presenters:* Carol Franks-Randall (Putnam/No. Westchester BOCES, Yorktown, NY)
Irene Ross (North Salem High School, North Salem, NY)

Trace the process of creating a mainstreamed high school program for the moderately retarded from inception to implementation. Spend a DAY IN OUR PROGRAM THROUGH THE USE OF VISUAL AIDS.

### 7F) SHARED SESSION

10:10 - 10:50 a.m.

#### INDUSTRY BASED-NASSAU BOCES SPECIAL NEEDS PROGRAM

*Presenter:* Eleanor Reynolds (Industry Based, BOCES North Center, Carle Place, NY)

An overview of the Industry Based program for disabled adults stressing the main objective of appropriate job placement. This is followed by a video of the special needs program components.

10:50 - 11:25 a.m.

#### JOB DEVELOPMENT FOR THE MULTIPLY HANDICAPPED WORKER

*Co-Presenters:* Thomas O'Brien (P811Q, Little Neck, NY)
Jacqueline Cannino (Port Washington, NY)

An overview of a job development program instituted with multiply-handicapped, mentally-retarded students, ages 16-21. There will be a presentation of job assessment and placement of students.

### 7G) SHARED SESSION

10:10 - 10:50 a.m.

#### ENHANCING SELF-ESTEEM FOR SPECIAL NEEDS STUDENTS

*Presenter:* Gladys Seisler (Jackson School, Jericho, NY)

A description of a program and methods developed to enhance self-esteem of children receiving special education services in Learning Centers, Resource Rooms, or in the mainstream.

10:50 - 11:25 a.m.

#### THE MAGIC CIRCLE

*Co-Presenters:* Jane Shlau (P811-QCMHC, Little Neck, NY)
Janice Speisman (Field Supervisor, SUNY @ Old Westbury, Westbury, NY)

"The Magic Circle" will demonstrate a technique designed for mentally-retarded, multiply-handicapped children to identify feelings and accomplishments. Hands-on activities, participation in techniques, as well as an audio/visual presentation of children participating in this process will be included.

## SESSION VIII

11:35 a.m. - 12:35 p.m.

### 8A) SHARED SESSION

11:35 a.m. - 12:05 p.m.

#### REINVENTING THE WHEEL TO PROMOTE MATHEMATICAL UNDERSTANDING & SUCCESS: A MATH MANIPULATIVE WORKSHOP

*Co-Presenters:* Gail Stone (The Norman Howard School, Rochester, NY)
Kathleen Levy (The Norman Howard School, Rochester, NY)

The math workshop provides teachers with conceptual, concrete methods for presentation of mathematics curriculum. Specific examples in the areas of fractions, algebra, and geometry will be explored using manipulatives.

12:05 - 12:35 p.m.

#### MATHEMATICS ACHIEVEMENT & ATTITUDE: THE EFFECTS OF UTILIZING A LEARNING STYLES APPROACH WITH MIDDLE SCHOOL RESOURCE ROOM STUDENTS

*Presenter:* Elizabeth Bauer (Three Village Schools, Stony Brook, NY)

This session will review the highlights of a research study conducted at two Long Island suburban middle schools with the resource room population. The research addressed the effects of math achievement and attitudes when instruction was congruent with the learning style perceptual preferences of resource room students.

### 8B) WHOLE LANGUAGE IN THE CONTENT AREAS

*Presenter:* Dr. Alan Kravitz (Department of Special Education & Reading, C.W. Post College, Brookville, NY)

The discussion will involve techniques for teachers of content areas to use with students reading expository materials. Examples of reading strategies will be discussed and distributed.

### 8C) POWER SKILLS-A LAUNCHING PAD TO SUCCESS

*Presenter:* Michelle Y. Pessin (Manhasset Public Schools, Manhasset, NY)
Donna Daquino (Blue Point Schools)

POWER SKILLS is a student handbook created to develop a metacognitive approach to learning study skills. These strategies are integrated into content area disciplines through collaboration between teacher and specialist.

### 8D) DEVELOPING WRITING SKILL IN CHILDREN WITH PHYSICAL HANDICAPS AND LEARNING DISABILITIES

*Co-Presenters:* Jean Crockett (Principal, Human Resources School, Albertson, NY)
Katherine Garnett (Associate Professor, Hunter College, New York, NY)
Patricia Iannucci (Teacher, Human Resources School, Albertson, NY)
Patrice McCarthy Kuntzler (Teacher, Henry Viscardi High School, Albertson, NY)
Nina Rosalie (Teacher, Human Resources School, Albertson, NY)

This workshop shares the writing program of the Human Resources School where the emphasis is on developing *full, organized* written expression of stories and reports. Special spelling techniques will also be demonstrated. Handouts will be available.

### 8E) STARS: SUCCESSFUL TEACHING AND RELATED SERVICES

*Presenter:* Mary Mulenhaupt (OTR, BOCES 2, Holbrook, NY)

The design and implementation of a classroom program with integrated related services to address the educational needs of students with profound educational handicaps will be presented, using discussion and audio-visuals materials.

### 8F) SHARED SESSION

11:35 a.m. - 12:05 p.m.

### LEAST RESTRICTIVE ENVIRONMENT AND THE CENTER-BASED SCHOOL

*Co-Presenters:* Dr. Henry V. Colella (Assistant Superintendent for Special Education, Salisbury Center, Westbury, NY)
Catherine Pucciarelli (Information Specialist, Salisbury Center, Westbury, NY)

Least restrictive environment will be reviewed from the historical prespective since PL94-142. The center-based program in the continuum of services will be presented.

12:05 - 12:35 p.m.

### A WHOLISTIC GUIDE TO ESTABLISHING THE ELECTRONIC SPECIAL ED OFFICE

*Co-Presenters:* Marguerite Costello, (Salisbury Center, Westbury, NY)
Kevin Daly, (Executive Director, Network Services, Westbury Center, Westbury, NY)

A model for implementing technology in Special Education Administration with a humanistic approach. Steps include assessment, planning, implementation, and reassessment of the electronic office hardware and applications.

### 8G) VALUES CLARIFICATION FOR STUDENTS WITH EMOTIONAL HANDICAPS

*Presenter:* Dr. Brian J. Abrams (Teacher Sagamore Children's Center, Melville, NY)

This workshop is designed for special education teachers and other practioners who are interested in using a values clarification program with emotionally handicapped students.

### OPEN TIME TO VISIT EXHIBITS

12:35 - 12:55 p.m.

## SESSION IX

12:55 - 1:50 p.m.

### 9A) BEST: BUILDING EDUCATION THROUGH SOCIAL TRAINING—A COMPREHENSIVE BEHAVIOR MANAGEMENT PROGRAM FOR THE EMOTIONALLY HANDICAPPED HIGH SCHOOL STUDENT

*Co-Presenters:* Rhona Glass Leff (Office of the Brooklyn High Schools, Brooklyn, NY)
Dr. Gary Goldberg (Canarsie High School, Brooklyn, NY)
Gayle Donowitz (Canarsie High School, Brooklyn, NY)

This session will describe the program design of a comprehensive behavior management program for emotionally handicapped high school students. Preliminary implementation results will be discussed.

### 9B) SHARED SESSION

12:55 - 1:25 p.m.

### PRELANGUAGE COMMUNICATIVE INTENT; SHAPING RANDOM MOTOR ACTS IN CHILDREN WITH SEVERE PHYSICAL AND PSYCHOLOGICAL DISABILITIES INTO COMMUNICATIVE ACTS

*Presenter:* Kurt J. Murgo, (MA, UCP of Nassau, Roosevelt, NY)

Many children with severe physical and psychological disabilities are characterized by low rate object interaction. Many however, do respond to adult and caregivers. This presentation will demonstrate how to use a caregiver to shape random motor acts into communicative behaviors.

1:25 - 1:50 p.m.

### PARTNERS IN CHILDREN'S COMMUNICATION

*Presenter:* Linda Reider Cutrone (MA, CCC/SLP, UCP of Nassau, Roosevelt, NY)

This session will present an innovative program aimed at maximizing effective interactive communication of children with severe disabilities. It involves increased involvement of speech/language pathologists in cooperation with educational staff.

### 9C) INTRODUCTION OF SPELLING INTO A PRIMARY SPECIAL EDUCATION CLASSROOM USING A CLASSWIDE PEER TUTORING STRATEGY

*Co-Presenters:* Dr. Barbara Mallette (Assistant Professor, SUNY College at Fredonia, Fredonia, NY)
Dr. Gregory F. Harper (Professor, SUNY College at Fredonia, Fredonia, NY)

A classwide peer tutoring procedure (CWPT) was employed to practice spelling words with the primary students who are mentally retarded. Student performances on weekly spelling quizzes indicated that CWPT was a successful strategy. In addition, spelling words learned appeared to be maintained over time. Students reported they enjoyed using CWPT. The classroom teacher has continued to employ CWPT beyond the scope of this study.

### 9D) SHARED SESSION

12:55 - 1:20 p.m.

### LANGUAGE ASSESSMENT FOR THE LD ADOLESCENT

*Presenter:* Dr. Dianne Slavin (C.W. Post, Brookville, NY)

This presentation will focus upon the assessment of adolescents with language based learning disabilities.

Topics include 1) general principles, 2) identification of verbal and non-verbal skills, and 3) direct and indirect testing approaches.

1:20 - 1:50 p.m.

### IDENTIFYING BILINGUAL LANGUAGE-LEARNING DISABLED ADOLESCENTS

*Presenter:* Anita Rom (Speech & Hearing Program, L.I.U., C.W. Post Campus, Brookville, NY)

A language sampling technique with increasing conversational complexity was designed to be used as an instrument for identifying language-learning disabilities in bilingual adolescents.

### 9E) CHILDREN IN TRANSIT: PROMOTING EDUCATIONAL FAILURE OR CREATING EDUCATIONAL SUCCESS

*Presenter:* Pamela Straker (Assistant Professor, Long Island University)

This presentation will involve a discussion of procedures which contribute to educational failure in children referred for group homes and foster care placement. Issues surrounding appropriate assessment as well as educational placement and intervention for multicultural populations will explored. Case materials will be presented.

### 9F) INTEGRATING SPECIAL EDUCATION AND REGULAR EDUCATION TO DEVELOP METACOGNITION SKILLS IN THE ENGLISH CURRICULUM-A TEAM APPROACH

*Co-Presenters:* Elaine Hauptman (Burr's Lane JHS, Dix Hills, NY)
Mary Singleton Barr (Burr's Lane JHS, Dix Hills, NY)

A workshop to demonstrate a curriculum methodology for the cooperative learning model designed for secondary resource room students and based on the Regular Education Initiative.

### 9G) TECHNOLOGY AND THE PHYSICALLY HANDICAPPED CHILD-TRENDS FOR THE 90's

*Co-Presenters:* Dr. Emil A. Lombardi (BOCES, Carmen Road School, Massapequa, Park, NY)
Carmine Zito (Speech/Language Pathologist, Carmen Road School, Massapequa Park, NY)
Dana Dapolito (Coordinator - Learning Center, Carmen Road School, Massapequa Park, NY)

Presentation underscores the positive effects of technology in the education of students with severe physical handicaps. Includes broadening options for non-verbal students through the use of communication and augmentative speech devices.

## SESSION X

2:00 - 2:50 p.m.

### 10A)FOSTER'S FOUR STEP PLAN FOR CLASSROOM MANAGEMENT & SCHOOL DISCIPLINE

*Presenter:* Dr. Herbert L. Foster (Professor, SUNY @ Buffalo, Amherst, NY)

Foster's Four Step Plan for Classroom Management and School Discipline is a holistic plan designed for the teacher and includes: 1) understand and know yourself; 2) understand and know your students; 3) develop a discipline plan that fits your personality; and 4) develop a: a) holistic living system, b) multiclassroom curriculum, and c) a validation and reinforcing positive behavior system for your students.

### 10B) REMOVING THE BARRIERS — OPENING THE DOORS FOR SUCCESSFUL COMMUNICATION (AUGMENTATIVE COMMUNICATION FOR ALL ENVIRONMENTS)

*Co-Presenters:* Karen Popowsky (P811Q, Little Neck, NY)
Veronica Doran (Port Washington, NY)
Denise Wright (Glendale, NY)
Angela Hagibeys (Bayside, NY)
Sabina Parks (Queens Village, NY)

An augmentative communication program was established to improve communicative needs of the multiple-handicapped students in our school. The program involved selection and implementation of augmentative systems to be used by students throughout the school and community as well as a training program for the staff and students.

### 10C) TOWARD A MODEL OF READING ASSESSMENT K-13: THEORETICAL PERSPECTIVES FOR MULTI-CULTURAL POPULATIONS

*Co-Presenters:* Dolores Straker
Martha Bell

The method of reading assessment to be discussed is based on a reading curriculum model that reflects a psycholinguistic perspective of the reading process and Bloom's taxomomy of educational objectives. Students are asked to read a passage and respond in extended prose to questions that will reflect their ability to translate, paraphrase, analyze, synthesize, and evaluate text.

### 10D)BEHAVIOR MANAGEMENT FOR SECONDARY TEACHERS: DEVELOPING OR REFINING YOUR CLASSROOM SYSTEM

*Presenter:* Dr. Thomas McIntyre (Department of Special Education, Hunter College, New York, NY)

Participants will devise or analyze their behavior management systems given necessary components identified in the literature. Videotaped sequences of various techniques will be discussed to determine their usefulness to each attendee.

### 10E) INTERMEDIATE RESOURCE ROOM: STRATEGIES VS. TUTORING

*Co-Presenters:* Dr. Elaine Schwartz (Half Hollow Hills Central School District, Dix Hills, NY)
Susan Edwards (North Babylon, NY)

Students can become more effective learners when strategies taught on a hierarchical basis are integrated with mainstream curriculum.

### 10F) TEACHING COMPATABILITY TO HANDICAPPED AND NON-HANDICAPPED STUDENTS WITHIN A K-12 SCHOOL SETTING

*Co-Presenters:* Susan Nelson (Laurens Central School, Laurens, NY)

Barbara Capozzola (Otego, NY)
M.C. Jackson (SETRC Trainer, Otsego Northern Catskill BOCES, Stamford, NY)

An educational program developed through a grant to promote awareness and understanding of disabilities and compatability between K-12 regular and handicapped school populations. Hands-on activities and resources are taken from a comprehensive curriculum guide.

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# Washington Review of Legislative Affairs

By Larry Banco
Coordinator of Legislative Affairs
N.Y.S. F.C.E.C.

## Education of Individuals with Disabilities Act of 1989

## S.1824

S. 1824, the Senate version of the reauthorization of the discretionary programs (C through H) of the Education of the Handicapped Act, reflects the Senate's desire to: (1) improve the dissemination of knowledge generated by programs under the Act; (2) address the shortage of qualified personnel; (3) improve outreach and services to students from diverse racial, ethnic, and linquistic backgrounds; (4) meet the needs of students transitioning from early intervention or special education to other services; and (5) improve services to students with serious emotional disturbances. What follows is a review of some of the important sections of the Senate bill.

### Terminology

The Act is amended throughout to replace the word "handicap" in all its forms with the appropriate form of "disability".

### Definition

The definition of "children with disabilities" is modified to include children with autism and children with head injuries.

"Social work services" is included under the definition of "related services". In addition, definitions of "assistive technology device" and "assistive technology services" are now included in the Act. These two definitions are included in the recently enacted "Technology-Related Assistance for Individuals with Disabilities Act (P.L. 100-407), and are used elsewhere in this Act.

### Waiver of State Immunity

Section 3 of the bill adds a new Section 604 to the Act to clarify the intent of Congress that a State is not immune under the eleventh amendment of the Constitution from suit in Federal court for a violation of this Act. In effect, this section reverses the June 15, 1989 Supreme Court decision (Dellmuth v. Muth) which held that children with disabilities who are denied a free appropriate public education by a State are not entitled to be reimbursed by the State for the tuition paid by their parents for placement in an appropriate program, although local school districts could be held liable.

### State Plans

The bill specifies two major components that must be included in a State's Comprehensive System of Personnel Development (CSPD). First, each CSPD must include a description of the procedures and activities the State will undertake to ensure an adequate supply of qualified personnel. This description must include the maintenance of a system for determining, on an annual basis,

(a) the number and types of personnel currently employed, by area of specialization, including the number employed on an emergency or provisional basis, and
(b) the number and type of personnel needed, and a projection of the numbers that will be needed in 5 years.

### Evaluation

The bill moves the authority of Secretary to conduct studies (currently under Section 618), to part E, in order to ensure a coordinated research effort under the Act. Section 618 now focuses on data collection, technical assistance, and the preparation of an annual report.

Under Section 6 of the bill, which addresses data requirements, the Secretary is directed to gather relevant Part H data from the agency designated as the lead agency under Part H (Infants, Toddlers and Pre-School Services).

The bill restricts the collection of data regarding the number of children and youth exiting the educational system to those from age 14 through 21.

The current requirement that data be collected regarding the anticipated services needed for the next year by students exiting the system is replaced with a provision requiring the Secretary to provide a description of the services expected to be needed, by disability category, for youth in age groups 12 to 17 and 18 to 21 who have left the system.

### Regional Resource and Referral Centers

Section 7 amends Section 621 of the Act to authorize the Federal coordinating technical assistance center to: (a) provide information and training regarding the submission of applications for grants; (b) give priority to providing technical assistance concerning the education of children from diverse racial, ethnic and linguistic background; (c) cooperate with other centers addressing the needs of such children; (d) provide assistance to State educational agencies through the regional resource centers for the training of hearing officers.

### Services for Deaf-Blind Children and Youth

The bill amends Section 622 (a) (2) (which lists program components for recipients of grants) to include the following:

(1) Pilot projects to expand local capabilities by providing services to deaf/blind children and youth that supplement services already provided (and encourage eventual assumption of

funding responsibility by State and local authorities);

(2) Research to identify and meet the full range of special needs of deaf/blind infants, toddlers, children and youth; and

(3) The development, improvement, or demonstration of methods that contribute to the adjustment and education of deaf/blind infants, toddlers, children and youth.

### Early Education for Children with Disabilities

Section 9 amends the Act to clarify that programs under Section 623 (a) will include activities to facilitate the development of other communication modes used by children for whom speech is not the primary mode of communication.

The bill also includes four new programs under 623 (a), which currently authorizes grants to support the development of experimental and out-reach programs which show promise of promoting a comprehensive and strengthened approach to the special problems of children with disabilities. These activities will now include:

(1) Programs to facilitate and improve the early identification of infants and toddlers with disabilities or at risk of having developmental disabilities;

(2) Programs to facilitate the transition of infants with disabilities (or at-risk) from medical care to early intervention, and the transition from early intervention to preschool;

(3) Programs to promote the use of assistive technology devices of services;

(4) Programs to address the needs of children exposed prenatally to maternal substance abuse.

The bill also adds a new authority to make grants to synthesize the knowledge developed under this section and to present such knowledge so it can be disseminated and used by professionals and other interested parties.

### Post-Secondary Education

Section 11 changes the minimum amount of funding for the four regional postsecondary programs for the deaf from 2 million to 4 million.

### Secondary Education and Transitional Services for Children and Youth with Disabilities

The bill expands the authorization under this Section to allow for independent living model demonstration programs. In addition, projects assisted under 626 (a) will now include developing and disseminating practices that meet the needs of students using assistive technology devices and services.

In order to improve the linkage between State special education and vocational rehabilitation systems, the Secretary will be required to award five grants to projects in which those agencies submit joint applications to improve transition services for youth aged 14 to 21. Priorities will be given to projects that:

(1) target resources to school settings;

(2) provide for cooperative arrangements for inter-agency funding of services and that encourage public and private investment in such services;

(3) provide for early information and training for individuals involved in transition services (parents, professionals, and youth with disabilities);

(4) ensure that participating youth will be served in accordance with the provisions of Section 110 or Part C of title VI of the Rehabilitation Act of 1973.

Section 626 will also authorize grants to address various other transitions faced by a child with a disability. Such transitions will include, but not be limited to the transitions from:

(1) medical care to special education;

(2) residential placement and community-based special education services.

### Programs for Children and Youth with Serious Emotional Disturbances

This new Section authorizes the Secretary to make grants for research, demonstrations, and training to improve special education and related services for children and youth with serious emotional disturbances. Activities may include:

(1) studies regarding the state of services to such children and their families;

(2) projects to develop methodologies and curricula designed to improve services to this population;

(3) projects to develop strategies to reduce the use of out-of-community residential programs and the increased use of school district based programs;

(4) projects to develop effective collaboration among special education, regular education, and other professions;

(5) projects to demonstrate innovative approaches to prevent children with emotional and behavioral problems from developing serious emotional disturbances;

(6) synthesis and dissemination of knowledge.

### Personnel Preparation

First, Section 15 clarifies that the authority under Section 631 (a) refers to the training of personnel for careers in related services as well as special education and early intervention.

Next, this section clarifies that Subsection (a) of Section 631 which primarily provides support for the preservice training of special education, related services, and early intervention personnel, may secondarily support other personnel.

The bill also establishes priorities for (a) the recruitment of individuals from diverse racial, ethnic and linguistic backgrounds and (b) the preservice preparation of special education, related services, and early intervention personnel to serve individuals from diverse racial, ethnic, and linguistic backgrounds.

A new authority is added under Subsection (b) (special projects) to demonstrate new approaches for the recruitment and retention of personnel.

Section 16 clarifies that grants made under Section 632 shall be for the purpose of assisting States in establishing and maintaining preservice and inservice programs. In addition, Section 16 adds a new authority under Section 632 to include grants to assist States in developing and maintaining their CSPD's and in conducting recruitment and retention activities.

### Advanced Knowledge and Practice

Under this part, activities to improve the provision of instruction to eligible children may include:

(1) The organization, synthesis, and interpretation of current knowledge and the identification of knowledge gaps;
(2) the identification of knowledge and skills competencies needed by personnel providing special education, related services, and early intervention services;
(3) the improvement of knowledge regarding the developmental and learning characteristics of infants, toddlers, children, and youth with disabilities in order to improve the design and effectiveness of interventions and instruction;
(4) the evaluation of approaches and intervention;
(5) the development of instructional strategies, techniques, and activities;
(6) the improvement of curricula and instructional tools;
(7) the development of assessment techniques, instruments, and strategies for the identification and evaluation of eligible individuals;
(8) the testing of research findings in practice settings to determine the application, usability, effectiveness, and generalizability of such findings; and
(9) the improvement of knowledge regarding families, racial and ethnic diversity and disabling conditions.

Activities to advance the use of such knowledge by personnel providing special education, related services, and early intervention, activities may include:

(1) the improvement of knowledge regarding how such individuals learn new knowledge and skills and strategies for effectively facilitating such learning;
(2) the presentation of knowledge so that such knowledge can be incorporated in personnel preparation, and other relevant training and communication vehicles; and
(3) the expansion and improvement of networks that exchange knowledge and practice information.

### Program Management and Effectiveness

This new section authorizes the Secretary to provide grants to conduct studies and investigations for improving program management, administration, delivery and effectiveness necessary to provide full educational opportunities and early interventions for all children with disabilities from birth through age 21.

The purpose of such studies and investigations is to gather information necessary for program and systems improvements. Activities include, but are not limited to:

(1) developing racially, ethnically, and linguistically appropriate criteria and procedures to identify and serve infants, toddlers, children and youth with disabilities for purposes of eligibility, planning and delivery of services;
(2) planning and developing effective early intervention, special education, and related services;
(3) developing and implementing a CSPD to provide qualified personnel in sufficient numbers;
(4) developing the capacity to implement practices having the potential to integrate children with disabilities with children who are not disabled;
(5) effectively allocating and using fiscal and human resources for providing needed services;
(6) strengthening programs to improve the progress of students in special education and to effect a successful transition when such students leave special education;
(7) achieving interagency coordination;
(8) strengthening parent-school communication; and
(9) the identification of conditions necessary for effective professional practice.

The authority to provide for special studies will be moved to this section from Section 618. Studies will include:

(1) a nationally representative study focusing on the types, number and intensity of related services provided to children by disability category;
(2) a study to examine the degree of disparity among states with regard to the placement in various educational settings of children and youth with similar disabilities, especially mental retardation;
(3) a study examining the factors which have contributed to a significant decline in the number of children classified as having a specific disability since the implementation of Part B of the Act.

This section also directs the Secretary to make grants to integrate information obtained under Subsections (a) and (b) with relevant knowledge from other sources.

### Instructional Media for Individuals with Disabilities

Section 624 clarifies that programs under this part are intended to benefit persons who are hard of hearing as well as those who are deaf.

### Part H

The bill removes the cap of 15 members from the requirements regarding composition of the Interagency Coordinating Council. However, a "grandfather" clause is included which allows a State currently in compliance with the 15 member limit to retain the current membership and remain in compliance with the Act.

CEC Position: Please send your comments on the Senate bill to me so that I may relay them to national CEC for their action.

# PROPOSAL COVER SHEET

If you wish to make a presentation at the 1991 Convention in Buffalo, this cover sheet should be completed and returned with a 150-200 word abstract to:

DR. BARBARA MALLETTE
43 HIGH STREET
CASSADAGA, NY 14718
(716) 595-2641 (home) (716) 673-3204 (work)

The deadline for proposals is **February 1, 1991.** You will be notified by May 1, 1991 if your proposal has been accepted.

**November 8 & 9, 1991**
**Hyatt Regency**
**Buffalo, New York**

1. Title of Presentation: ______________________________

______________________________

2. Session Leader's Name: ______________________________

Title: ______________________________

Affiliation/Agency: ______________________________

Address (work): ______________________ (home): ______________________

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Phone (work): ______________________ (home): ______________________

3. Please list co-presenters on an attached sheet. Include names, titles, affiliations, addresses, and phone numbers.

4. Intended Audience: ______________________________

5. Summary for Conference Program: In 35 words or less describe the content of your session. (Summaries longer than 35 words will be edited.) ______________________________

______________________________

______________________________

______________________________

6. Length of Session: *(check one)*

__________ ½ hour __________ 1 Hour __________ 1½ hours

7. Would you be willing to be part of a panel addressing this topic?

__________ yes __________ no

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## THE COUNCIL FOR EXCEPTIONAL CHILDREN

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|---|---|---|
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| FL | ☐ 56.50 | ☐ 24.00 |
| DE, KS, NV, VT, WA | ☐ 57.00 | ☐ 24.00 |
| CT | ☐ 57.00 | ☐ 24.50 |
| MT, NC, PA, RI | ☐ 58.00 | ☐ 24.00 |
| MI | ☐ 59.00 | ☐ 24.00 |
| CO, IL, MN, NY, OH | ☐ 60.00 | ☐ 24.00 |
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| CA | ☐ 63.00 | ☐ 24.50 |
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# President's Message

Dr. Horace Mann

You all know that smart presidents always review what their predecessors have said as they inaugurate their year in office. I have not neglected to do that and also to scan the minutes of years past that have recorded some of our hopes, concerns and happiness.

From that review I am reminded of the cliche, "The more things change, the more they remain the same." Often it is said by those who have been in our profession for some time. Sometimes it is the chant of the exhausted, the disenchanted or cynical as they come upon new, young Turks who, out of their enthusiasm and discovery, think they have at last found the keys to the kingdom! However, we need to understand that serious needs of people persist despite the often extraordinary efforts that good people have made when attempting to meet them. Such persistence of needs reminds us that there are never simple or quick solutions to matters that affect the well-being of individuals, particularly those with disabilities.

Our history in special education — a history that has always challenged a central tendency society — is familiar to us all. It is the history of pre-1800 non-recognition of individuals with disabilities to that of the middle 1800's, where the demand for a free public education for everyone was but grudgingly allowed in segregated public schools or classes for those individuals then labeled deaf and dumb, morons, crippled, blind and finally to the contemporary view that says equality of opportunity can only be reached where diverse options for everyone prevail, reflected today in our cascade of special educational services.

The lesson of that history is to remind us of how long it takes and has taken, to arrive at the landmark law 94-142 and our just passed American Disabilities Act, surely our Magna Cartas for individuals with disabilities. It is a history that reminds us of the many people of good will who, at each juncture of history, invested their best and did their best for those with disabilities. Yet, each new generation that built on those efforts said, "they were not enough", and went on to forge new vistas of care and service. So it will be today — that which we see as new and innovative may be seen as archaic as the 21st century begins. Regardless, this is the generation of which we are a part of — not apart from — and we must do our earnest best to see that promising practices happen for those for whom we have accepted stewardship. That is our calling; it must be our practice.

I am persuaded that we can, by working together and bringing together, the diverse views which animate this Federation, realize the theme that we have set for this year's conference, "The Pursuit of Excellence in Special Education." Pursuit is the right word! We must "seize the day" and, every day, if we are to make a difference for children, adults and ourselves. You can count on your board to do its best. We will count on you to do yours.

Have a great academic year. See you on November 2nd and 3rd, at the Marriott, in Uniondale, New York.

# VIEWPOINT

Progress? What is it? How do we define it? Can we measure it? How? Is it always a good thing? These are issues that we as educators consider. We write short term objectives and specify criteria for evaluation. We tell our students they're "doing a good job." Daily and weekly lesson plans are written with varying amounts of time allocated for different skills based upon student need. Committees on Special Education develop and review IEPs by stating annual goals and placement in the least restrictive environment. Administrators plan, implement, and evaluate new programs. They schedule state and national tests and award differentiated diplomas. All of these activities are intended as means to determine or document student progress.

The article in this issue of *The Forum* report on attempts to measure progress on the State-wide, programmatic and individual levels. The article from the Office of Children with Handicapping Conditions regarding the position of consultant teacher describes a new vehicle for supporting students in the regular classroom. While many schools have implemented this program, the long term benefits to students are yet to be documented. Many states have included this option in their continuum of services for years. New York needs to thoughtfully consider how best to determine and measure program outcomes. Karen Giek's article presents a rationale for continuous monitoring of individual students progress and demonstrates how this can be implemented with spelling for individual students. The third article reports on a study of student progress in a program for emotionally disturbed students. The authors attempt to identify factors that contribute to placement in a more restrictive setting.

The issues of specifying learning outcomes and assessing State-wide, district and pupil learning goals for all students are addressed in Commissioner Sobol's report to the Board of Regents, "A New Compact for Learning: Improving Public Elementary, Middle, and Secondary Education Results in the 1990s." The report includes suggestions to establish performance standards for minimum competence and mastery in each subject in grades 4, 8, and 12, thus replacing the current State-wide testing program. It states that assessment also should include a portfolio of the pupil's best work and a professional evaluation by the teacher. Individual education programs for all children, increased instructional time, pupil evaluation of teacher performance, relaxed regulations to promote effective and efficient programs, and parent choice of schools within and among schools are ideas promoted in this report. This fall regional conferences will be held to discuss "A New Compact for Learning." From these discussions, policy decisions will be made.

Certainly, some of these ideas are not new to special education. What have we learned from our experience? What proposals can we support that will lead to real progress? These developments require our consideration as well as our involvement.

Sincerely,
Catharine J. Reynolds
*Editor*

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## Manuscript Submission

It is the policy of the editors of *The Forum* to encourage manuscripts from the field. Those interested in submitting articles for publication should consider the following:

1. All manuscripts must be typed double spaced on 8½ x 11 inch paper
2. Manuscripts should conform for style of presentation to the *Publication Manual of the American Psychological Association* (third edition).
3. Three copies of the manuscript should be sent to:

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Authors will be notified upon receipt of the manuscript. Manuscripts will be reviewed by field reviewers in terms of appropriateness for the journal, significance of content, writing style, and relevance to readers.

# News From Albany

### Consultant Teacher Services: Affording Students with Handicapping Conditions Greater Access to Regular Education Programs

At the July 1988 meeting of the Board of Regents, an amendment to the Part 200 Regulations of the Commissioner was approved which authorized Committees on Special Education to recommend consultant teacher services as part of an Individualized Education Program (IEP) of a student with a handicapping condition in accordance with full due process procedures. Consultant teacher services were added to the special education continuum in New York State in order to enable eligible disabled students to participate in a full-time regular education program and at the same time receive appropriate special education services. The consultant teacher is a certified special education teacher who provides a minimum of two hours of direct and/or indirect services per week for each student identified as needing such services.

The intent of this article is to describe a rationale for and a description of consultant teacher services and the various activities that have been initiated at the state and local levels to implement this program. Further, it will conclude with a discussion of some considerations for the effective implementation of this service.

Direct consultant teacher services is defined as specially designed individualized or group instruction provided by a special education teacher to a pupil with a handicapping condition within a regular education class to aid such pupil to benefit from the regular education program. Indirect consultant teacher services include consultation provided to regular education teachers to assist them in adjusting the learning environment and/or modifying their instructional methods to meet the individual needs of a pupil with a handicapping condition who attends their classes.

A National Task Force on School Consultation sponsored by the Teacher Education Division of the Council for Exceptional Children noted that consulting teachers offer many benefits as a service delivery approach. Benefits that were cited by the task force included the following statements:

- This service has been shown to be an effective means of increasing mildly handicapped students' academic and social skills.
- This service allows for efficient use of both the special education and regular classroom teachers' expertise, since as a team they are able to have an impact on many more students than when only direct special education services are provided.

The implementation of this service allows school districts to provide directly and/or indirectly specially designed instructional services to students with handicapping conditions who attend regular education programs, thus affording such students increased opportunities to receive their education in the least restrictive environment. The delivery of this service within the general education program maximizes the participation of these students with other pupils who are not educationally handicapped, and decreases the amount of time students with handicapping conditions spend outside of the regular education classroom.

Consultant Teacher Services enhance the continuity between regular and special education programs of school districts, by formalizing a collaborative consultation process between the special education and regular education teachers. They allow for effective use of teachers of both disciplines, since as a team they are able to have an impact on the academic and social abilities of students with handicapping conditions in a regular program. In order for effective collaboration to occur, the teachers involved must have a clear understanding of the roles and responsibilities that each will play in meeting the specific needs of the student. Whereas, direct services may emphasize the teaching of learning strategies to complete academic tasks, or generalization strategies to apply learning to other situations, or behavior management strategies to develop self-control and independence; indirect services may focus on adapatation of regular classroom materials to meet the individual of needs of the pupil, and communication and feedback on student progress.

The following are possible responsibilities of special and regular education teachers who are involved in implementing this service.

| **Consultant Teacher** | **General Education Teacher** |
|---|---|
| • Developing and writing the Phase II Individualized Education Program (IEP) | • Providing input for developing objective and evaluation criteria of the Phase II IEP |
| • Providing direct services to student on IEP specified areas in designated curricular programs as suggested by the regular education teacher | • Providing direct instruction to students on curriculum objectives. The nature of this instruction is designed through collaboration consultant process. |
| • Conducting ongoing assessment of student progress | • Conducting ongoing assessment of student progress |
| • Adapting / modifying materials for students | • Implementing/applying these modifications |
| • Demonstrating and modeling of interventions for the regular education teacher | • Implementing the suggested instructional strategy, whenever appropriate |
| • Communicating to parents | • Communicating to parents |

Though the above examples represent a sampling of activities that could be implemented by special and regular education teachers involved in the provision of this service, it does reinforce the reciprocity of roles and responsibilities of these individuals, with this focus being on parity and equality.

Although instruction in specialized environments may be appropriate for some students with handicapping conditions, these programs tend to reduce the continuity between special and regular education, as teachers of one program are often not fully aware of what occurs in the other program. This type of service delivery, at times, fosters an artificial boundary between regular and special education, which results in special programs that differ from the education program presented in the regular class. In addition, such programs limit opportunities to provide instruction to non-eligible students who are in a regular class and who are experiencing learning difficulties. That is, these programs have limited preventive impact, and as a result, many children who are at-risk of failing do not have access to services which could address their learning problems.

In order to assist school districts with the implementation of consultant teacher services, a number of activities were initiated by the New York State Education Department, Office for Education of Children with Handicapping Conditions (OECHC).

### Regional Programs

The OECHC conducted sixteen regional one-day training programs throughout New York State from December 1988 to June 1989. These programs were designed to increase school district personnel's awareness of the provisions of the statute and regulations pertaining to consultant teacher services. An emphasis was placed on factors to consider when implementing this service and on information describing the dynamics of the collaborative consultation process. Twelve hundred (1200) individuals representing approximately 350 school districts participated in these programs. In addition to regular and special education teachers from school districts, participants included Special Education Training and Resource Center (SETRC) training specialists, BOCES personnel, representatives of several colleges and universities and parent/advocacy groups.

### Institutes on Consultant Teacher Services

During the summer of 1989 the OECHC conducted seven five-day regional programs that were designed to provide special education teachers with the knowledge and skill competencies to enable them to effectively deliver direct and indirect consultant teacher services to students with handicapping conditions who were identified as needing these services. Individuals with national recognition in the field of collaborative consultation and special education conducted these programs. Since the effective implementation of this service requires regular and special education teachers to work cooperatively, it was strongly encouraged that each special education teacher attend the training program with a regular education teacher employed by the same district. Seven hundred educators representing 260 school districts and BOCES attended these institutes.

It is the intent of the OECHC to make these Institutes available to school district/BOCES personnel who will be providing this service during the 1990-91 school year. A memorandum will be disseminated statewide, in the near future, describing the dates and locations of upcoming Institutes.

### Statewide Implementation

As a result of an analysis of data on school districts that requested state aid for providing the service during the 1988-89 school year, it was learned that approximately 140 districts statewide are currently implementing this service. The exact number of students with handicapping conditions who received the service is unknown at this time, since school districts report full-time equivalency (FTE) data when requesting state aid. One FTE could equal one student or ten students who received the service for only one month each. OECHC hopes to revise the Pupils with Handicapping Conditions (PHC) reporting form, which must be submitted to the Department, in order to collect more accurate data on the provision of this service.

It is anticipated that the number of districts implementing the service during the 1989-90 school year will exceed the number of those that made the service available to students during the previous year. As a result of the annual reviews of individualized education programs that took place during the spring of 1989, some students who were receiving resource room services or part-time special class programs may now be receiving consultant teacher services. In addition, some students who were initially referred to the Committees on Special Education in the spring of 1989 may also be receiving this service. This data will be made available to the field as soon as it is compiled by the Department.

### Considerations for Implementation

The provision of consultant teacher services in our State presents a unique opportunity for regular and special education teachers to work cooperatively to meet the needs of pupils with handicapping conditions who can benefit from instruction in regular education programs. However, this collaborative approach to service delivery, is not possible unless specific factors are considered and addressed prior to and during the implementation of this program. The following factors leading to successful implementation were learned through a study, supported by the OECHC, to evaluate the provision of special education services for students with handicapping conditions in the regular education environment. A special thank you goes to staff of the Buffalo City School District, the Wayne Finger Lakes BOCES and the City of New York for their efforts in regard to this evaluation study. School districts that are participating in the Wayne Finger Lakes BOCES region include: Canadaigua City Schools and Sodus, Wayne, Lyons and Gananda Central School Districts.

The foremost factor for successful implementation noted by the districts included in this study was verbal and visible support of school administrators for the program. Administrators who encouraged and supported regular education and special education teachers in their efforts to implement this new service enabled these educators to engage in professional and collegial dialogue leading to meaningful instruction for the students they serve.

A second critical factor is the involvement of representatives from regular and special education programs, district and building level supervising staff and parents to design the structural framework for delivering this service in the district. As issues discussed during this phase of implementation may impact on contractual agreements, union representation is also encouraged. A crucial aspect of this plan is to ensure that all individuals who are directly or indirectly involved in the program should be appropriately informed of the purpose and procedures of the consultant teacher services program. Parents of handicapped and nonhandicapped children within the district should also be made aware of the program.

The third consideration is that the approach the district uses to implement consultant teacher services accommodate the specific characteristics of the district and should not be a template of a model that is unique to another district. However, certain aspects of this approach should be addressed regardless of the district's plan. These include:

- establishing student eligibility criteria for the service;
- identifying a consulting teacher who has an understanding of the curricular and social demands of students who are enrolled in regular education programs and who is able to collaboratively work with colleagues in a positive manner;
- scheduling time during the school week that allows for collaborative planning to take place between the regular and special education teachers;
- defining role expectations for the regular education and special education teacher in regard to the needs of students who are eligible for this service.
- fostering a positive school climate which provides a conducive atmosphere to express concerns, try new approaches and resolve differences in a positive manner.

The potential benefit of this program to students with handicapping condition, their teachers and their parents are numerous. Students with handicapping conditions who remain full-time in a regular education program are not stigmatized by being pulled out for part of the school day. This approach diminishes discontinuity of programming and reduces the disruption that is caused by transition between a movement from one environment to another. Another benefit is an expanded awareness on the part of special education teachers of the realistic expectations for childrens' academic and behavioral performance in regular education settings and additional support for teachers with children with learning problems who have not been identified as in need of special education. Regular education teachers by working collaboratively with special education teachers learn new skills and techniques which can be used to meet a diverse range of needs in the classroom.

Overall, the consultant teacher program represents a significant new direction in how special education may be provided to certain pupils with handicapping conditions in New York State. It not only represents a way of maintaining children with disabilities in the regular education program but also simultaneously improves the instructional delivery for many children within a school building.

## Teacher Center—

## Monitoring Student Progress in Spelling the "Academic Trouble Spot"

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On-going evaluation and monitoring of student performance is necessary in order to determine the effectiveness of the program outlined on a student's IEP (Mann, Suiter, & McClung, 1987; McLoughlin & Lewis, 1986). Accurate record keeping of the short term objectives in the IEP helps the classroom teacher measure student progress, determine readiness for the next skill, monitor skill maintenance and generalization over time, and decide on modifications of materials, strategies and methods used in teaching (Bigge, 1988; Idol, 1983; Mann, Suiter, & McClung, 1987; McLoughlin & Lewis, 1986; Sugai, 1985).

A study conducted by Fuchs, Fuchs and Stecker (1989) concluded that teachers who did not engage in on-going monitoring of progress tended to be less specific in describing the current performance levels of students. Further, non-monitoring teachers often overestimated true student achievement of goals, and maintained, rather than revised, existing goals.

Despite this supporting evidence for continuous monitoring of progress, very few teachers consistently engage in accurate record keeping because they believe monitoring to be too time consuming and difficult to implement (Wesson, King, & Deno, 1984). Therefore, it is important to provide teachers with an efficient and non-time consuming system for documenting student performance. The purpose of this article is to address the monitoring of student progress in the content area of spelling.

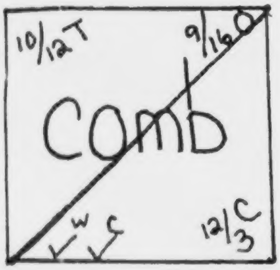
Spelling is considered one of the academic "trouble spots" for learning disabled readers. Children exhibiting word recognition difficulties often have poor spelling skills as well (Carpenter & Miller, 1982; Lerner, 1981; Mann, Suiter, & McClung, 1987). Boder (1971) explained that a normal reader tends to spell at a 70% to 100% accuracy level of his/her sight vocabulary. This is contrasted by only a 50% or less accuracy level of words for the student exhibiting spelling difficulties.

Several pre-requisite skills should exist before a teacher can expect success for any student in the area of spelling. These skills include:

1) an ability to discriminate sounds and articulate English speech sounds.
2) an ability to discriminate visually between letters
3) an ability to write upper and lowercase letters of the alphabet
4) sufficient strength and control of the fine muscles of both the hand and arm in order to control and manipulate the written communication utensil
5) auditory and visual memory-sequencing and closure skills
6) an ability to remember sounds in isolation as well as blend them into whole words (Mann, Suiter, & McClung, 1987).

In addition to understanding the pre-requisite skills necessary, a knowledge of the sequential pattern of strategies for learning to spell will greatly assist the classroom teacher in determining where a student is currently functioning. According to Graves (1979), this sequence begins with word inventions, followed by inconsistent spellings, then words that are consistent but not conventional spellings, and finally, to sight words which have been memorized and are spelled correctly.

Traditionally, a list of new spelling words is introduced weekly. Various activities using those spelling words are completed during the week, ending with a written test on Friday. However, the maintenance of spelling words over time is often problematic for students with mild disabilities. Spelling series typically used by school districts do not provide ample opportunity for re-testing of learned words (McCoy & Prehm, 1987).



There is an easy method for classroom teachers to closely monitor a student's progress in this academic area. All spelling words to be introduced for the academic year from a specific series can be listed in the one inch boxes of graph paper. As each word is tested a diagonal line is drawn through the word to indicate the first successful testing. The date of that testing can be written on the diagonal line. The date of the second successful testing can be placed above the diagonal line, with the third date of success placed below the line. In addition to the successful testing dates, other information regarding response mode of the student can be noted. Students with specific learning disabilities in the area of written language may not be able to successfully write spelling words. Other means for testing the student could include oral response, use of a tape recorder, or use of a computer. A notation next to the successful testing dates would indicate the mode used for evaluation. An example of these notations would be:

W = Written
O = Oral Response
T = Tape Recorder
C = Computer

After three successful probes, the spelling word can be highlighted. This facilitates ease for teacher inspection. Each time a student experiences an unsuccessful probe of a word, a small check mark can be placed in the box. This allows the instructor to see with which words and spelling patterns the student may be having difficulty. Using the same notations indicating response mode next to the check marks of the unsuccessful attempts further aids the classroom teacher in choosing the most appropriate means of evaluation. These spelling record keeping sheets are then included in the student's IEP folder for documentation purposes.

## Conclusion

Accurate record keeping and continuous monitoring of student work answers many questions regarding student progress (Bigge, 1988; Idol, 1983; Mann, Suiter & McClung, 1987; Sugai, 1985). Further, research indicates that instructional accountability and accuracy of reporting student levels of performance occur when using continuous monitoring (Fuchs, Fuchs, & Stecker, 1989). A sample of one type of devices which can be used to track student progress in the content area of spelling has been provided in this article.

In addition to the above, it has been the author's experience that involving students in the record keeping process, as described here, has produced other benefits. Students became more actively involved in tracking their own progress. An increase in motivation as well as a willingness to improve performance also was noted. Students became more goal-directed and exhibited a more positive attitude toward education as evidenced by such comments as "I like knowing how I am doing." Although time consuming initially, establishing an accurate record keeping system becomes time efficient in the long run, and provides benefits to both teacher and student.

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(Continued on Page 13)

# Summary of Executive Board Activities

The Executive Board met on Saturday, June 9, 1990 at Buffalo State College from 9:00 a.m. to 5:00 p.m. A report on the status of the 1990 convention to be held in Uniondale was given by Marlene Wechsler, convention co-chairperson. Approximately 120 proposals for sessions were received. Eighty papers were accepted representing all areas of special education. There will be strands devoted to administration, gifted education, early childhood, and alternate education programs.

Publicity for the convention will be a board project. Each board member was asked to encourage people from their area to attend. Further information will be sent to all Teacher Centers, SETRCs, and Long Island Special Education Administrators. Anyone interested in attending the convention should contact Mrs. Marlene Wechsler at 657 Flanders Drive, No. Woodmere, NY 11561.

Dr. Spencer Salend, *FORUM* editor, reported on the past year of *THE FORUM*'s operation and gave plans for the upcoming year. Two topical issues are planned one on early childhood and another on gifted education. All interested persons are asked to submit papers to Dr. Catharine Reynolds, *FORUM* editor, SUNY/The College at New Paltz, 112 Old Main Building, New Paltz, NY 12561.

The professional news editor of *THE FORUM* has resigned. Anyone interested in the position should contact Catharine Reynolds at the above address.

During the 1990-91 year, a committee will be organized by the President of the Federation, Dr. Horace Mann, to formally evaluate *THE FORUM* and make recommendations for future issues.

The position of executive secretary will also be formally evaluated by a committee formulated by the President. The committee will examine the effectiveness of the executive secretary and determine areas where the executive secretary would be most effective.

Reports were also given by the President, Regional Representatives, Vice-President, Governor, Student President, and PAN representative. Efforts will be made this year to help NYS-CEC become more active in legislative decisions made at the state and local levels that effect the lives of disabled and gifted individuals.

The winners of the 1990-91 elections were announced by Dr. Lyle Lehman, *Past President*, and are as follows:

*Vice President* — Michael Glover
*Secretary* — Marc Jacobs
*Treasurer* — Richard Lee
*Regional Reps* —
*Albany* — Valentina Krauss
*New York I* — John Szolnoki

Two appointments were also made for two regional rep positions where there were no individuals running. These positions are for a period of one year and are as follows:

*Buffalo* — Karen Mawlowski
*Long Island* — Leslie Soodak

The next meeting of the Executive Board will be held on Saturday, September 15, in Buffalo.

# Washington Review of Legislative Affairs

By Larry Banco
Coordinator of Legislative Affairs
N.Y.S. F.C.E.C.

## Budget

The President and Congress are again negotiating on an item of extreme importance to CEC members and their students. As you've probably heard, the federal budget is severely out of balance and it is estimated that from sixty to seventy billion dollars will have to be cut from the fiscal '91 budget (begins October 1, 1990) in order to meet the Gramm-Rudman budget targets.

Reagan and Bush have both argued that more money is not the issue in trying to improve education because we "already spend more than other countries while getting inferior results". But in an additional important note on the U.S. education budget, a recent study by the Economic Policy Institute (Massachusetts) refutes Bush's claim that the U.S. spends more than other countries on K-12 education. The study shows that the Administration's figures include heavy expenditures for higher education, but that the nation ranks 14th out of 16 major industrial nations in actual K-12 spending as a percentage of gross national product. The Institute analysts state that "given the level of investment in our pre-primary, primary and secondary schools, it is not surprising that we are slipping behind in comparative measures of performance as well".

CEC Position: Our demand is more money, not less, to meet the unmet needs of education, training and research that still exists in our society among exceptional students and the agencies that serve them. Please write to your Representative and Senators expressing your position as soon as possible.

## The Carl D. Perkins Vocational Education Act

Most of you know by now that H.R. 7, the House version of the reauthorization bill, passed the House floor in early May, 1989. The Senate has produced its version (S. 1109, reported to the floor on November 1, 1989, which also eliminates previous set-asides for several special populations. The Senate bill version aims to accomplish 5 goals: (1) to target money to those most in need of federal help; (2) stress links between secondary and post-secondary education; (3) integrate academic and vocational education; (4) bring programs up to state-of-the-art caliber; and

*(Continued on Page 12)*

# NEW YORK STATE
# CEC CONVENTION 1990

# PURSUING EXCELLENCE IN SPECIAL EDUCATION

at
**The Long Island Marriott Hotel**
**Uniondale, New York**

**November 2 and 3, 1990**

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City ____________________ State ____________ Zip ________

For arrival on ______________________ Depart on ______________________
(day) (date) (day) (date)

Please reserve ______________ No. of Rooms for ______________ People

Name(s) of person(s) sharing accommodations ______________________

______________________________________________

☐ Check or money order enclosed ☐ Diners Club ☐ Carte Blanche
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Credit Card Number ____________________ Expiration Date ________

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I authorize the Long Island Marriott Hotel to charge my account for one night's deposit and all applicable taxes.

Check-out time is 1:00 P.M. Rooms may not be available for check-in until after 4:00 P.M.

**New York State Council for Exceptional Children**

**November 1-November 4, 1990**

**Cut Off Date: October 11, 1990**

| | |
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| Double: | $90.00 |
| Triple: | $90.00 |
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# Registration Information

*"Pursuing Excellence In Special Education"*

**Marriott Hotel**
**Uniondale, Long Island, New York**
**November 2 - 3, 1990**

**Pre-registration fee** includes full lunch or breakfast with keynote speaker for conference day(s). Registration forms must be postmarked by **October 21, 1990** to be eligible for meals. **On-Site Registration,** for those registration forms postmarked after October 21, 1990, will not include meals; on-site/post October 21, 1990 registrants may purchase lunch at any of the hotel restaurants.

*Please indicate by checking:*

| **Pre-Registration**<br>(Due by October 21, 1990) | **On-Site Conference Registration** |
|---|---|
| **CEC Members** | |
| Full Conference $75____________<br>(Fri. & Sat. 1 meal included) | $75____________<br>(Meals not included) |
| Friday Only $45____________<br>(Friday lunch included) | $45____________<br>(Luncheon not included) |
| Saturday Only $40____________<br>(Saturday breakfast included) | $40____________<br>(Breakfast not included) |

**Note:** A CEC membership form is provided with this registration material. Individuals who include the membership form, with a separate check made out to CEC, may register as CEC members.

| **Pre-Registration** | **On-Site** |
|---|---|
| **Non CEC Members** | |
| Full Conference $85____________<br>(Fri. & Sat. 1 meal included) | $85____________<br>(Luncheon not included) |
| Friday Only $50____________<br>(Friday luncheon included) | $50____________<br>(Luncheon not included) |
| Saturday Only $45____________<br>(Saturday breakfast included) | $45____________<br>(Breakfast not included) |
| **Students** | |
| Full Conference $40____________<br>(Fri. & Sat. 1 meal included) | $40____________<br>(Luncheon not included) |
| Friday Only $25____________<br>(Friday luncheon included) | $25____________<br>(Luncheon not included) |
| Saturday Only $15____________<br>(Saturday breakfast included) | $15____________<br>(Breakfast not included) |

| **Pre-Registration** | **On-Site** |
|---|---|
| **Presenters/Retirees** | |
| Full Conference $55____________<br>(Fri. & Sat. 1 meal included) | $55____________<br>(Meals not included) |
| Friday Only $35____________<br>(Friday luncheon included) | $35____________<br>(Luncheon not included) |
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Name________________________________________ CEC id.# ____________________
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City______________________________ State ________________ Zip ____________
If full time student (12 credits).
Advisor's signature ______________________________________________________

**Instructions:** 1. Fill out completely. 2. One person per form. 3. Make check or money order payable to NYS CEC Conference 1990. 4. Mail form and payment to: Bertha L. Perez, 59-35 160 Street, Flushing, New York 11365 (718) 961-7088.

REQUESTS FOR REFUND of registration fee must be made in writing by **October 11, 1990.** There will be no refunds issued during the conference.

**Note:** Group rates are available for groups of ten or more from one agency. Call Bertha Perez (718) 961-7088 for more information.

## Washington Review *Continued...*

(5) underscore the concept that vocational education is more than job training, but rather ***education and training***. The bill requires that the funds serve 4 populations, the economically disadvantaged, disabled, the limited-English proficient, persons preparing for non-traditional occupations (sex-equity). In summary, the proposed Senate version does the following:

- retains the same name (the Carl D. Perkins Vocational Education Act),
- eliminates the 57/43% split between program improvement and special populations,
- retains only set-asides for sex equity and Native Hawaiians,
- replaces previous set-asides with "assurances" to "enhance participation" of persons with disabilities in services,
- retains the state councils as previously constructed,
- drives funds directly to the LEAs, the area vocational school, or the intermediate educational agency charged with vocational education service delivery,
- permits LEAs to decide how to distribute money among the special populations,
- allocates 95% of the funds to basic state grants; of that 95%, 20% is for state administration and programs and 75% for Secondary and Postsecondary programs,
- reserves 5% of the 20% states administrative funds for "Tech Prep" grants to strengthen the link between secondary and post-secondary institutions.
- establishes minimum local grant amounts,
- encourages local flexibility and discretion,
- applies the Chapter One formula (from the Elementary and Secondary Education Act), which is based on poverty level, for distribution of basic grant funds to meet greatest needs.

The bill authorizes $1.5 billion in fiscal year (FY) 1991. In addition, the bill creates a new authorization of $100 million for grants to states with severe conditions of poverty to be used to improve and expand vocational programs in areas of the state with high concentrations of disadvantaged youth.

CEC/Division of Career Education Position: Since it is almost certain that set-asides will definitely be eliminated, regardless of which version passes, we should begin anticipating the effects in our own states and districts. Concerned educators and advocates should begin by asking state and local officials whether they anticipate losses in funds for special populations which previously enjoyed set-aside funds. We need to get involved in state and local plans for services and ensure that the needs of special populations are addressed not only in state and local plans but also in budgets. Within our localities, we need to track the patterns of service delivery and be alert for reduced services to populations in greatest need.

### The Americans With Disabilities Act

The Americans With Disabilities Act of 1989 (ADA), is a landmark civil rights bill intended as a national mandate to end discrimination against persons with disabilities and to bring persons with disabilities into the economic and social mainstream of American life. It's ambitious objective is to "establish a clear and comprehensive prohibition of discrimination on the basis of disability" for all citizens. Discrimination is defined in detail as it relates to (1) employment, including job application, hiring or discharge of employees, compensation, advancement, job training, medical examinations and inquiries, (2) public services, including public buses and rail systems, (3) privately operated services such as hotels, restaurants and bars, theaters, convention centers, shops and professional offices, parks and museums, private schools, etc., and (4) telecommunications relay services, which include TAD and telecommunication systems. On July 26, 1990, President George Bush signed ADA into law.

## Professional News

**October 18-20, 1990**

Symposium on Culturally Diverse Exceptional Children
Albuquerque, New Mexico
*Contact:* CEC, 1920 Association Drive, Reston, VA 22091-1589
Phone: (703) 620-3660

**October 21-24, 1990**

DEC Early Childhood Conference on Children with Special Needs
Albuquerque, New Mexico
*Contact:* DEC Conference, 13 Annapolis St., Annapolis, MD
Phone: (301) 261-2557

**November 8-9, 1990**

Variety Pre-Schooler's Workshop Training Institute
Syosset, NY

A two day training program for professionals who want to explore the problems in collaborating with parents. Special emphasis will be on mastering the skills necessary to initiate and maintain home/school collaboration.

*Contact:* Judith Margolis, ACSW, Conference Coordinator, Variety Pre — Schooler's Workshop, 47 Humphrey, Drive, Syosset, NY 11791.
Phone: (516) 921-7171

**November 28, 1990**

College for Learning Disabled Students: Preparation and Options
New York University, New York City
*Contact:* Georgeann duChossois, Coordinator of Access to Learning, 566 LaGuardia Place #701, New York, NY 10012
Phone: (212) 998-4980

# *Literature Review*

By
Sharon F. Cramer, Ph.D. (402)
Assistant Professor
Exceptional Education Department
State University of New York College at Buffalo
Buffalo, New York 14222

Russell, S.J., Corwin, R., Mokros, J.R., & Kapisovsky, P.M. (1989). *Beyond drill and practice: Expanding the computer mainstream.* Reston, VA: Council for Exceptional Children. $14.40, CEC members, $18.00, non-CEC members. (Order number #P333)

We all have them in the back of closets and shelves: materials we bought, were wildly enthusiastic about for a time, shared with other teachers, or couldn't live without. Eventually, our interest in these materials evaporated. What had once seemed innovative and challenging became stale, repetitive, and boring. ***Beyond drill and practice: Expanding the computer mainstream*** **(1989)** addresses this problem very directly as it pertains to computers in classrooms. Authors Susan Jo Russell, Rebecca Corwin, Janice R. Mokros, and Peggy M. Kapisovsky, have solid credentials in special education classrooms and in use of computers with special education students. This book provides thoughtful and practical suggestions for special educators who either are unsure how to recapture their original computer-based excitement, or how to expand the use of the computers in their classrooms beyond two or three software packages.

This book is an excellent resource for special educators who have had some opportunity to work with computers in their classrooms. Filled with anecdotes, suggestions, and clearly written guidelines, sitting down with this 120-page book is much like a phone conversation you might have with a knowledgeable friend. In addition to three chapters with more general suggestions, four specific chapters address the use of computers to support skill development, teach writing, problem-solving and critical thinking skills, and to increase motivation, responsibility, perseverance and insight. The following are concerns which might be addressed in your telephone conversation, and how they might be answered.

**"I always feel so frustrated when I try to read books about computers — the terminology is confusing. Is this book hard to follow?"** Russell, *et. al.*, write clearly: jargon is avoided, and use of terms is kept to a minimum. The main focus of the book is how students with learning problems can benefit from computers, when they are effectively used as resources in the classroom. For example, in the first chapter, the authors develop the concept of "learner-centered software [which] puts *students* in control of learning activities and challenges, . . .actively involved in charting the learning course that he or she will follow while engaged with the software." The authors provide specific characteristics of such software, which can be used as a guide for teachers who want to incorporate computers into their classroom learning environments. Examples are believable, detailed, and interesting; special educators will be reminded of their own students, and find themselves nodding, smiling, and sighing as they read.

**"So many computer books give lists and lists of software, but that doesn't really help me make decisions about what to buy. Is this book like that?"** This book was written by teachers for teachers. While an eight page listing of recommended software, magazines, and organizations is provided at the end, informative descriptions of software are scattered throughout the book. For example, in the chapter addressing problem-solving and critical thinking skills one commonly-used program is described. Extensive examples of teachers using the program with students of different ages help the reader to vividly picture what happened in the classroom. Descriptions of two different student responses to the same program are also provided. Although all software is not examined in similar detail, these examples help the reader to think through the different uses and values computer programs that might have in their classrooms.

**"There are so many times I get stuck when I think about fitting computer use into my classroom; I run out of time, patience, ideas. Will this book help?"** For many special educators using technology in their classrooms, the process is a lonely one. It is hard to keep coming up with ways to fit too many things into too little time. Russell, *et al.*, serve as a sounding board for ideas. They have not hesitated to present differences of opinion, regarding specific software. The guidelnes they have developed are sensible rules-of-thumb for the special educator with a limited budget to use when making choices. Ideas which tweak the curiosity of the reader appear in each chapter.

The quicksand of drill-and-practice has been the downfall of many special education professionals: in spite of the best intentions, many classrooms computers are used in extremely limited ways. Russell, *et al.*, share their ideas and experiences with the reader, and can help to put curiosity and fun back into the classroom.

## Monitoring *Continued...*

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# Factors Effecting the Outcome of Severely Emotionally Disturbed Children Served Within a Center-Based Special Education Facility

Joanmarie A. Sackles, Ph.D.
Lola E. Smerdon, CSW
John J. Carey, MS
French Hill at Walden
Board of Cooperative Educational Services
Yorktown Heights, New York

Special education for children with severe emotional disorders has been an option for years. Only recently has the concept of providing a therapeutic milieu within a center based public school special education facility been recognized as a significant innovation in education. Over the past twenty years public policy relating to education for students with disabilities in general, and students with emotional disturbance/behavior disorders specifically, has changed. Parental groups and social forces have worked together to exert pressure, thus changing policy toward public education for students with disabilities (Abeson, 1977; Gresham, 1981; Higgins, 1976). The enactment of Public Law 94-142 in 1975 guaranteed that all children with disabilities have the right to a free and appropriate public education in the least restrictive environment.

Current trends in medical care, especially in the area of mental health, have made long-term inpatient hospitalization costly and third party payers are increasingly questioning the need for such lengthy hospitalization, especially for children (Gabel, Finn, & Ahmad 1988). While the trend toward deinstitutionalization of the chronically mentally ill patient is continuing (Voineskos, 1976), recent legislation has increased the appeal of outpatient treatment program for emotionally disturbed/behaviorally disordered children as an effective means of implementing the mandates of Public Law 94-142 (Regulations of the Commissioner of Education, 1987) Thus, providing a therapeutic setting within a special education facility has become appealing. Serving students in a center-based facility as opposed to a hospital or residential treatment facility is less costly, allows the students to remain within the community and provides an education for students with severe emotional disturbance the least restrictive environment.

The French Hill at Walden Program is one such alternative. The program is a center-based special education program. The program is therapeutic in nature, serving young children with the primary handicapping condition of severely emotionally disturbed. The treatment team approach is a vital aspect of the program. There is emphasis on individual and group counseling as a means of implementing an overall treatment plan developed to support those goals set forth in the child's Individual Educational Plan. School-based clinicians provide counseling services to the child and offer services to the family. Educational services are provided by special education teachers, teacher aides and a broad cross section of related service providers such as speech, therapy, occupational therapy, physical therapy and adaptive physical education.

Although studies have been conducted in day treatment and inpatient settings (Gabel, Finn, & Ahmad, 1988; Gold and Reisman, 1970; Gudeman, Dickey, Evans, & Shore, 1985; Halpern, Kissel, & Gold, 1978; Zimet & Farby, 1985), a review of the literature to date failed to reveal any studies focusing on the outcome of the students who are severely emotionally disturbed/behaviorally disordered educated within the realm of a center-based special educational program in a public school setting. The purpose of this paper is to report on the outcome of a study conducted on students served by the French Hill at Walden Program over a four year time span.

## Method

### Subjects

The forty-eight children in the sample ranged in age from 6 years to 10 years of age. Children were referred by local Committees on Special Education from the Northern Westchester and Putnam Counties of New York State. Children were referred because of overt behavior disorders, or social and emotional functioning that interfered with their ability to function in a less restrictive setting. It is not known if all children who presented these characteristic were referred to this facility or to private facilities within the counties. This sample of multiproblem children with severe disturbance presented a challenge to diagnostic assessment. Upon admission most did not carry a psychiatric diagnosis. Within six months of entering the program, the children were more clearly assessed and diagnosed. The diagnoses included dysthymic disorder, adjustment disorder, conduct disorder, atypical pervasive developmental disorder, schizophrenia, attention deficit disorder and severe communication disorder.

Of the forty-eight children, twenty-two were non-white (nineteen black and three Hispanic) and twenty-six were white. There were thirty-five males and thirteen females. The children were from diversified socio-economic backgrounds. Sixteen of the children came from intact family constellations. Eighteen of the children came from single parent families headed by the mother. Nine of the children were in foster care. Five of the children were cared for by other family members.

Of the forty-eight children, three were transferred into a program serving children with severe communication disorders. This change in program came as a result of thorough diagnostic evaluations, team decision and Committee on Special Education placement at the time of annual review. The length of stay for the children recommended for more restrictive placement (i.e., day treatment program, psychiatric hospital, residential placement) was less than two years. The length of stay for children referred for less restrictive placement (i.e., self contained special education classroom in a local school building or regular age appropriate class) was an average of two and one-half years.

## Procedure

Data were collected retrospectively from the clinical records of childen admitted into the French Hill at Walden program over a four year period from the 1984-85 school year to the 1987-88 school year. Eighty-nine children were enrolled in the program in that time span. Forty-eight of these children were recommended for alternative placement during this time as a result of annual reviews with each child's Committee on Special Education. The record of each of the forty-eight children were reviewed independently by each of the authors. In addition to various demographic and diagnostic information compiled from the records, related to age, sex, and family constellation, all were assessed as to whether the child had a history of the following: 1) child abuse or maltreatment; 2) parental substance abuse; 3) suicide ideation or attempts; 4) severe assaultive or destructive behaviors; 5) parental involvement with the school; and 6) socio-economic status of the family. Social history and background information provided as part of the referral information was used to obtain this information. Placement recommendations as a result of team recommendations to the Committee on Special Education at annual review were used to assess outcomes. A generally accepted critertion for success in a therapeutic environment is return to a less restrictive setting, rather than placement in a more restrictive setting such as an in-patient facility, day hospital or residential treatment facility, or continuation in such a therapeutic program.

## Results

Inter-rater reliability in the initial assessment of the six factors was high. Kappa values (Anastasia, 1976) were as follows: .98 for child abuse/maltreatment, .95 for parental substance abuse, .99 for suicide ideation or behavior, .98 for violent or destructive behaviors, .97 parental involvement and 1.00 for socio-economic status of the family. Socio-economic status of the family was based upon information provided by the family and the child's qualification for the free lunch program.

Nine of the children's families were actively involved in the counseling and education of their children while the children were involved in the program. This translates into 19.4% of the sample population. Twenty-three (47.8%) of the children qualified for free lunch based upon family income. This placed them within the lower socio-economic status range.

Twenty-nine of the children (59%) had been subject to physical abuse and or maltreatment severe enough to have warranted outside agency involvement. The family histories also indicated evidence of drug and alcohol abuse in twenty-two of the cases (45%). Suicidal ideation was found in ten of the children (20%), while severe assaultive and or destructive behaviors were found in thirty-five of the children (71%).

Of the forty-eight children referred out during this four year period of time, 18 were referred to less restrictive settings, 9 children were referred to more restrictive settings, such as hospitals residential treatment settings or day treatment programs and 18 children continued in the same type of program. Three children were referred to a program for children with severe communication disorders.

Table 1

| No. of Factors | Child's Placement Recommendation | | |
|---|---|---|---|
| | Less Restrictive | Continue Placement | More Restrictive |
| 0 | 4 | 0 | 0 |
| 1 | 3 | 1 | 0 |
| 2 | 4 | 2 | 1 |
| 3 | 3 | 1 | 1 |
| 4 | 4 | 5 | 6 |
| 5 | 0 | 6 | 2 |
| 6 | 0 | 0 | 2 |

Taken independently, four of the six factors were significantly associated with continuation in the same program or referrals to more restrictive settings (child abuse/maltreatment $\chi^2 (2, \underline{N} = 48) = 12.02$, $p \blacktriangleleft .05$); parental drug or alcohol abuse, $\chi^2 (2, \underline{N} = 48) = 11.39$, $p \blacktriangleleft .05$); suicidality, $\chi^2 (2, \underline{N} = 48) = 8.65$ $p \blacktriangleleft .05$); assaultive/destruction behavior, $\chi^2 (2, \underline{N} = 48) = 7.45$, $p \blacktriangleleft ,05$). Two factors were not significant for predicting outcome: parental involvement and socio-economic status of the family.

Table 1 indicates the relationship between the number of factors with recommended placement. Although the number of children with zero to six of the factors present in each category is relatively small, there appears to be a clear trend in the table. There were, for example, four children with none of the factors present. All four children were recommended for less restrictive settings. On the other hand, children with six of the factors present were recommended for the more restrictive placement. As the number of factors present grew, so did the likelihood that a child would continue in a present therapeutic placement or need to be placed in a more restrictive settings.

## Discussion

The results indicate that a greater number of children from this therapeutic special education center based facility continued in such a program or were referred to a more restrictive settings, than were recommended for a less restrictive settings. A notable finding of this study was the strong relationship between parental abuse/maltreatment, suicidal ideation or behavior, assaultive/destructive behavior and parental substance abuse with recommendations for continuation of current placement and/or placement in a more restrictive setting. It is not possible to compare the findings of this study to those of other researchers using the same or similar variables as the children used in their samples have come from day treatment facilities, in-patient hospitalization or residential treatment facilities (Asarnow & Carlson, 1988; Gabel, Finn, & Ahmad, 1988; Kaplan, Pebovitz, Sakinger, & Ganeles 1975; Morehouse & Richards, 1982; Moxley, 1973; Pfeffer, Conte, Plutchik, & Jarret, 1980; Smith, 1988; Zuckerman, Plutchik, & Mizruchi, 1987). The results of this current study suggest that multiproblem children who have non-substance abusing parents, who have not had suicidal ideation of behavior, who have not been abused or maltreated and/or who have not engaged in assaultive/destructive behaviors, regardless of parental involvement or socio-economic status, are more likely to be referred to less restrictive settings.

Due to the limitations of the design of this study, reasons for the results obtained in this study cannot be specified. One possibility is that the children referred to such a program tend to have more child related factors and come from families with a significant number of parental factors as well. Another possibility is that the program did not focus enough on helping the child learn to develop coping skills that would better enable them to deal with factors over which they have little or no control such as parental substance abuse.

It is suggested that therapeutic special education programs serving populations such as those described in this present study should consider these factors as they contribute to a child's success or failure in such a program. Their importance in predicting outcomes may be considerable. Gabel, Finn and Ahmed (1988) noted the importance of parental factors of substance abuse, neglect/maltreatment and child factors of suicidal ideation and assaultive/destructive behaviors in the placement outcomes of children in a day treatment program. However, the findings of this study contradict other studies and what many would expect in terms of the importance of parental involvement and its effect on placement recommendations (Taylor & Alpert, 1973; Wilson & Lyman, 1983). The socio-economic status of the families did not play a role in the placement outcome of the children included in the present study. An equal number of children from families at both ends of the spectrum were referred for more restrictive placement. Similarly, an equal number of children from middle income families were referred to less restrictive settings as were referred from lower income families.

Because of several methodological limitations, the results of this study should be interpretated cautiously. The sample size was small and limited to the population of one center based special education facility with a cognitive-behavioral therapeutic orientation. Although the findings were significant, it is not clear if these findings can be generalized to other facilities with a different population or with a different therapeutic approach.

In conclusion, this study seems to indicate that a therapeutic special education center based program may be effective for certain suburban children who present a variety of behavior problems, as assessed by the children's returning to less restrictive settings. On the other hand, such a program seems to be less effective for children of similar demographically defined backgrounds if certain factors are present. Four factors seem to be associated with poorer outcomes as assessed by continuation of placement or referral to a more restrictive placement: child abuse/neglect, parental substance abuse, suicidality and severe assaultive/destructive behaviors. Involvement on the part of the parents as well as the socio-economic status of the family seemed to have no significant effect on the placement outcomes. These findings, if replicated, may have important implications for helping those working within the public education sector to define admission criteria for placement within a center-based special education program as opposed to other settings and to devise specific programs for special education based program for emotionally disturbed children.

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# 1990 - 1991
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# *President's Message*

## DEEDS — NOT WORDS

Dr. Horace Mann

How many times in my classes, when reeling off lists of characteristics of individuals with disabilities have I caught myself thinking, "Holy cow, that is me!" I of course quickly take refuge in our FID acronym that admonishes students to only label "individuals with special needs" those whose behavior is *f*requent *i*ntense and of long *d*uration. So armed — and relieved — I continue my lectures. There lingers, however, a characteristic which I find harder to shake. It is the one that invades so many with disabilities who live in a world that all too often demands adequacies beyond their ability. It is the characteristics we call "learned helplessness" — a characteristic that drives individuals to look outside of themselves for answers to problems they face rather than confront the peril of again being reminded of their "stupidity". Our fashionable term — "external locus of control" — is pertinent to us all.

It is not so easy, as with FID, to arm myself against that characteristic since I too find myself searching for such external escapes that I know ought to be solved by me. What teacher hasn't from time to time settled for those nods and smiles of students who seduce us into believeing that they got what we "stood and delivered"? How grateful we sometimes are to be able to move to next points without challenging those compliant, "you're doing great" looks, to ask if what we really meant is what they understood. So "external" do *we* become in our teaching and work with colleagues — seeking surface approval versus vivid testimony of real understandings.

Why such reflections in writing a "President's Column"? Quite simply, one wonders if the consequences of our having won so many "grand battles" in our work does not predispose us to being confronted with demands that all too often are beyond our capacities — engendering some "learned helplessness" that we attribute to those who are disabled. How easy it was to rail against those who fought against human rights of those who were disabled, against those who prevented equality and justice for them, against those who sought to incarcerate and segregate. Those villians were most vivid and vulnerable. Now, having won those victories — 94-142, ADA — it is *we,* not villians, that have to make them work.

It is we who must now find ways amid the constraints of school systems to meaningfully consult with teachers who have our children; it is we who must, amid the serious difficulties of getting parents to schools, find ways to have that happen; it is we who must insist on appropriate curriculum goals and strategies that serve children with special needs; it is we who must gain support for still "hard to place children" in schools — a place which for many may be the only safe harbor in their day and it is we who must make IEP's the real vehicle they were meant to be. In all of these "it is's" let us not externalize the locus of control for their solution. It is *we* who must make them happen. We have used up most of the grand words. Perhaps they were used falsely and too grandly for so long that they now ring false. This then is a time for deeds, possible at last. In such a time, small words suffice — deeds are all.

I end where I began, reflecting on how sometimes we become like those about whom we speak. However, if we are to remain the stewards we elected to be we dare not absorb a locus of control that is external. To do so is to borrow helplessness. To steel ourselves against such absorption we might reflect upon Shaw's admonition, in Mrs. Warren's profession, that, "People are always blaming their circumstances for what they are. I don't believe in circumstances. The people who get on in this world are the people who get up and look for the circumstances they want, and, if they can't find them, make them." That is our continuing task and one for which we are well fitted.

# VIEWPOINT

The passage of The Education of Individuals with Disabilities Education Act Amendments of 1990 was delayed for months this year. Perhaps the most constroversial issue was whether Attention Deficit Disorder (ADD) should be made a separate category of eligibility for special education programs. Proponents argued that the creation of such a category would serve a growing number of students who are not appropriately labeled as learning disabled or emotionally disturbed, yet who need specialized instruction. Opponents argued that there are serious definition and identification issues related to ADD. This problem also complicates the interpretation of current research studies.

This controversy became more real to me this fall when I met "Billy." Darlene Rivais, a graduate student in special education at New Paltz, wrote a description of Billy as part of her field experience report. The following is a excerpt from her anecdotal log.

> Billy hopped off the bus swinging his back pack in one hand and his lunch box in the other. As the children lined up and waited for the other children to arrive, he walked in a spiral from the outside of the foyer into the center, and then spiralled back outwards again — still swinging his arms. The assistant asked him to come back into line. The surprise on his face confirmed that he had been miles away, completely absorbed in himself. He was not deliberately trying to be disruptive.
>
> When the class finally headed for the classroom, Billy didn't notice; he was walking his fingers along the seams of the cinder block walls. The assistant had to call him several times before he became aware that he was supposed to be doing something. While the other children hung up their coats and stored their backpacks in their cubbies, Billy was sliding to the floor with his back against the wall, scrambling up and then sliding down again.
>
> Throughout the morning, Billy chattered to his neighbors, had difficulty staying on task, did not follow directions, and struggled to contain his physical activity. During Circle Time he constantly reached for books and toys from the nearby shelves. He repeatedly touched other children in invitation to play and interrupted the group with inappropriate comments. He did not show any maliciousness and remained quite cheerful, despite reprimands and discipline strategies.
>
> During math seat work, Billy did not stop fidgeting. He had difficulty remaining in his seat, often standing beside it and swinging on leg back and forth. He is capable of the work but cannot stay on task without constant reminders and supervision.
>
> His ceaseless activity makes it necessary for him to have more space around his desk than usual. He must be at the front or the end of the line and sit away from other children during group activities. He is constantly isolated to some degree.
>
> It is incredible to watch the energy in his little body. He literally went through the morning in nonstop motion. It is sweet to watch his sincere efforts to "be good." He does not want the teacher's disapproval, he just has little control of himself.

Many of you have your own "Billies." You may have strong feelings about the type of instructional program most appropriate for such a student. In the next "For'm and Agen'm" I would encourage you to respond to this question, "Would the creation of a category for Attention Deficit Disorder result in better educational services for students who are frequently off task in the classroom?" Please limit your remarks to 500 words and send them to me at the address on the back page. I look forward to hearing from you.

Sincerely,
Catharine J. Reynolds
*Editor*

## Manuscript Submission

It is the policy of the editors of *The Forum* to encourage manuscripts from the field. Those interested in submitting articles for publication should consider the following:

1. All manuscripts must be typed double spaced on 8½ x 11 inch paper
2. Manuscripts should conform for style of presentation to the *Publication Manual of the American Psychological Association* (third edition)
3. Three copies of the manuscript should be sent to:

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Authors will be notified upon receipt of the manuscript. Manuscripts will be reviewed by field reviewers in terms of appropriateness for the journal, significance of content, writing style, and relevance to readers.

## News From Albany

# Vocational and Educational Services for Individuals with Disabilities: Increasing Access and Opportunity

Lawrence C. Gloeckler, *Deputy Commissioner*
Office of Vocational and Educational Services
for Individuals with Disabilities

Access and opportunity for individuals with disabilities continues to present challenges and new directions for each of us. As students with disabilities become adults in our communities, we must continually assess and expand our educational programming, employment opportunities, and adult services. The Office of Vocational and Educational Services for Individuals with Disabilities (VESID) has established a vision and commitment which reflects. . .

. . .quality and comprehensive educational and vocational rehabilitation services.
. . .the multitude of contributions of individuals with disabilities.
. . .the full integration of individuals with disabilities in society.
. . .a partnership among consumers, their families, and providers of services.

To provide access and opportunity in accordance with this commitment, VESID, which was formerly the Office of Vocational Rehabilitation, adopted an expanded mission in September of 1989. The expanded mission of VESID includes the responsibility to coordinate services and programs for individuals with disabilities throughout New York State.

The new mission is (a) to provide educational, vocational and counseling services to people whose disabilities impose barriers to employment; (b) to increase the access of all people with disabilities, regardless of age, minority status or disability, to the full range of services that are offered within the State Education Department and other agencies which provide services to individuals with disabilities; and (c) to coordinate lifelong educational services for persons with disabilities.

VESID will continue to provide services that help persons with disabilities become placed in jobs that meet their individual capabilities and needs. The central role of the vocational rehabilitation counselor and the vocational rehabilitation process, from referral to placement, will be implemented to provide appropriate services in an efficient manner. These services require that consumers meet eligiblity criteria and include training, physical restoration, and other services related to employment or achievement of employment goals.

To augment these vocational rehabilitation services, the expanded mission includes responsibility for the overall coordination of educational and vocational rehabilitation services to all persons with disabilities. The focus of interagency activities is to ensure that the vocational rehabilitation and related services for persons with disabilities of any age are coordinated with other New York State agencies. In this way, services representative of a wide range of options will be integrated, more readily accessed and designed to encourage the full and independent participation of individuals with disabilities in the community at large.

In addition to the coordination of activities among agencies, VESID is responsible for ensuring that individuals with disabilities can access existing programs and services provided by other offices in the State Education Department. As a result of these activities, persons with disabilities will have equal access to the full range of services offered through the Department, including adult and continuing education programs, academic and support programs at colleges and universities, and educational and cultural programs at libraries and museums.

Efforts are underway to work cooperatively with business and industry to develop training and employment programs for persons with disabilities. Through these efforts, it is anticipated that more employment opportunities will be made available and that individuals with disabilities will be prepared, both educationally and vocationally, to meet the changing demands in the work place. In addition, a support system for employers and service providers will be developed to encourage the expansion of employment options throughout the State. Alliances have been developed with the AFL-CIO, Greater New York Automobile Dealers Association, Pizza Hut, and the New York State Restaurant Association.

As opportunities are expanded and access increased, VESID will continue to improve the support and guidance that is available to families. This is particularly important during critical transition periods during which there is a change in the program or service delivery system. Linkages with secondary schools, for example, are being developed to increase the support provided to students in special education and their families as they transition from the school to postsecondary education or employment. These linkages will help students access the adult service system and benefit from the vocational opportunities that are available to them.

Consistent with these initiatives, the Board of Regents adopted Policies for Linking Services for Individuals with Disabilities in June 1990. These ten policies focus on the issues individuals with disabilities face when transitioning from secondary education programs to higher education, adult and continuing education or employment.

Representatives in the Department from the Office of Vocational and Educational Services for Individuals with Disabilities (VESID), Elementary and Secondary

*Continued on Page 14*

# Business Educators Reassess Mainstreaming

Ramon M. Rocha
*Assistant to the Vice President for Minority Affairs*
State University of New York College at Geneseo

Carrie E. Wriglesworth
*Business Education Teacher*
Juniata County School District, Mifflintown, PA

The passage of Public Law 94-142 (Education for All Handicapped Children Act, 1975) heralded the reentry of students with disabilities into regular education classes. Among the classes in which these students were placed (mainstreamed) was the specialized area of business education. This area encompasses keyboarding, computer technology, and business courses.

## Review of Literature

The review of literature of mainstreaming practices in business classes can be divided into several categories: obstacles to mainstreaming, environmental and instructional modifications, and program evaluation. Teacher attitudes and inadequate teacher training were reported as significant obstacles to successful mainstreaming in business education classrooms. Camardello (1982) stated, "Mainstreaming within the business classroom is causing business educators to oftentimes feel as if they are paddling upstream without an oar" (p.5). Similarly, Beare (1985) reported that inservice education training related to mainstreaming students with disabilities did little to affect positively the attitudes of teachers already on the job.

Secondly, various suggestions for modifying the physical and instructional environment to accommodate the needs of students with disabilities in the areas of vision, hearing and physical limitations have been discussed. Goddard and Raabe (1982) recommended a range of suggestions which included large print books, and attaching pieces of adhesive-backed felt on the home keys of the typewriter for the visually impaired; a one handed method of typing for the physically challenged; and printed materials that explain instructions for the hearing impaired. They stated that their suggestions can minimize the problems and anxieties of students and teachers in mainstreaming students with disabilities.

Luft (1986) suggested the following strategies to facilitate successful mainstreaming of students with disabilities:

a. individualized instruction — which is described as the most viable approach to meet the needs of the student regardless of disability;
b. peer tutoring — utilizing students who are further advanced to teach students with disabilities;
c. field trips — to provide an insight to real world opportunities;
d. games, simulations, and role playing — nonthreatening means to gain experiences and build confidence;
e. cooperative work programs — to provide gainful employment through a quasi sheltered environment.

Finally, researchers investigated and evaluated the practices and efficacy of placing students with disabilities in the business education classroom. Rocha and Smith (1985) conducted a survey of New York State business education teachers with experiences in teaching students with disabilities. The purpose of their survey was two fold: 1) to explore the experiences of business educators who have taught students with disabilities in their business classes, and 2) to evaluate those experiences and formulate recommendations that would help ensure successful mainstreaming.

Wriglesworth (1988) undertook a study to examine whether the effects of limited special education training was reflected in the attitudes and practices of business education teachers in meeting the needs of students with disabilities in mainstreamed setting of the business education classroom. The results of her study will serve as the basis for this article.

## Methodology

Wriglesworth, replicated the earlier study by Rocha and Smith. This consisted of using a survey instrument consisting of 17 items for which the respondent would indicate a "yes" or "no" answers (contact authors for questionnaire). These items covered the broader areas of demographics of respondents; student screening and selection process for mainstreaming and the receiving teachers' input; academic and social success of students with disabilities in business education classes; availability of resource materials and support personnel; IEP goals and objectives including procedures for evaluation of student progress; and self evaluation by teachers of their skills and proficiency in teaching students with disabilities. Additionally, there were six open ended questions which covered similar areas, but provided the respondents an opportunity to expand upon their initial responses of "Yes" or "No."

The survey was sent to business educators in 201 of the 501 school districts in Pennsylvania. The

Table 1

Demographics of Respondents

| | | | | |
|---|---|---|---|---|
| Years of Teaching: | 1-3 *N=(0) | 4-6 (4) | 7-10 (1) | 10+ (71) |
| Gender: | Male N=(16) | Female (59) | | |
| Ages: | 21-25 N=(0) | 26-30 (3) | 31-35 (8) | 36-40 (14) |
| | 41-45 (17) | 46-50 (18) | 51-55 (7) | 56+ (8) |
| Education: | Bachelors N=(31) | Masters (43) | Doctorate (2) | |
| Special Education Coursework Hours: | 0 N=(40) 53.3% | 1-3 (22) 29.3% | | |
| | 4-6 (8) 1.3% | 7-10 (5) 6.7% | | |
| District Size Sampled: | Small (400-8,400) 82.1% | Medium (8,401-16,800) 12.9% | | |
| | Large (16,801-25,201) 4.5% | Very Large (Over 25,500) .5% | | |

*Number of respondents

schools were selected using a cluster and multistage cluster sampling. A list of 501 districts were obtained from the 1986-87 Pennsylvania Education Directory. Numbers were assigned to each district. A table of random numbers was utilized to draw a sample from the list — simple random technique — until a total of 201 districts were selected. A letter of transmittal was addressed to the chairperson of the business education department of the randomly chosen district and subsequent high school. The chairperson was asked to either complete the survey or give it to a willing, qualified person within the department (i.e. one with experience in the mainstreaming process). Demographic data related to the individuals who completed the survey are provided in Table 1.

Of the surveys mailed 76 were returned for a (37.8%) return. A total of 41 of the 60 counties included in the survey had at least one school responding (68.3%) and all directional areas of the Commonwealth were covered.

**Data Analysis**

It was expected that the respondents would answer all the "yes" and "no" questions. This was not done however. Therefore, percentages compiled were based on the answers given. To illustrate, if only 60 of the 76 participants answered a question, the total of 60 was used as the basic figure for determining the actual percentages.

Whenever participants qualified a "yes" or "no" answer that particular question was disqualified. For example when responding to question 13, "Do you feel qualified to deal effectively with special students in a traditional business classroom?," some of the respondents wrote "sometimes" between the "yes" or "no" blanks; since no definite answer was given, the result was not recorded. This treatment of the answer eliminated researcher bias to shade the results.

**Findings**

Findings are reported for the major areas covered in the survey. The findings are reported in percentages for those answers requiring "yes" and "no" answers. The results are summaried in Table 2. The answers to the six open ended questions are reflected in the conclusion and recommendation section.

**Screening Process and Teacher Input.** Sixty-four percent of the respondents reported having no voice in determining whether a student with disabilities should be in their classes. And, 42.7 percent of the respondents believed mainstreaming was done for administrative expediency.

**Academic and Social Success of Handicapped Students in Business Education Classes.** The majority of respondents indicated that mainstreamed students benefitted from the business courses. Although 80 percent of the teachers said that the special students performed less successfully than the traditional students, 71.4 percent stated that the progress was vocationally useful; 80.3 percent of the respondents indicated their experience was socially helpful, and a greater percentage (87.7 percent) said the progress was of potential value. Interestingly, 80 percent of the teachers believed that the educational gains made by the special students were self motivated. And, 73.3 percent did not agree with the statement, "special students cannot succeed in the business curriculum in high school."

Table 2

Survey Summary of Major Questions*

| | | |
|---|---|---|
| Number of teachers who have or had students with disabilities in their classes. | | |
| | N= YES 71* | NO 4 |
| If you have had students with disabilities in your classroom, did you have any voice in their placement? | | |
| | N= YES (26) 36% | NO (46) 63.8% |
| Do you feel that mainstreaming in the business curriculum is done for administrative expedience? | | |
| | N= YES (29) 42.7% | NO (39) 57.4% |
| Do you have an Individual Education Plan (IEP) outlining goals and objectives for mainstreamed students? | | |
| | YES (15) 20.6% | NO (58) 79.5% |
| Do you have access to resource materials or persons available to help you in teaching students with disabilities in your business classes? | | |
| | YES (45) 63.4% | NO (26) 36.6% |
| Do you feel qualified to deal effectively with students with disabilities in a traditional business education classroom? | | |
| | YES (28) 40.6% | NO (41) 59.4% |
| Do students with disabilities perform less successfully than traditional students? | | |
| | YES (51) 81.0% | NO (12) 19.1% |
| Would you prefer not having students with disabilities in your business classes? | | |
| | YES 48.6% | NO 51.4% |

*Not all questions were answered and/or some responses were disqualified; thus in some cases the responses may be less than 76, the number of respondents to the survey.

**Availability of Resource Materials and Support Personnel.** Of the 71 teachers who responded to the questions used to gather data for this category, 63.3 percent indicated they had access to resource materials and/or assistance. Fifty percent said they either designed their own materials or modified subject matter from the regular book. Although 84.5 percent of the respondents cited "lack of time" as their greatest problem, 32.8 percent indicated the need for more resource materials, while 31.0 percent expressed the need for more assistance in the regular business education classroom.

**Established Individual Education Plan (IEP), Goals and Objectives and Evaluation.** The survey revealed that 79.5 percent of the students did not have an individual educational plan outlining student goals, instructional objectives, and procedures for evaluation.

**Self Evaluation By Teachers of Their Skills and Proficiency in Teaching Students with Special Needs.** Even though 91.1 percent of the teachers indicated success with several techniques in teaching special students, 59.4 percent did not feel qualified to deal effectively with special students in their business classroom.

### Conclusions and Recommendations

Mainstreaming should neither be viewed or used as a haphazard process in which handicapped students are placed in business education classes. The fact that 63.8 percent of the teachers reported that they had no input in determining the placement of special students in their classes and that 42.7 percent felt that mainstreaming was done for administrative expediency suggests that special students are being "dumped" into business education classes. Significantly, 79.5 percent of the respondents did not receive an individualized education plan for each of the mainstreamed students. The absence of an IEP is in direct violation of the Education For All Handicapped Children Act.

And, even though the majority (51.4 percent) of the responding teachers expressed a willingness to have special students in the regular classroom, the fact that 59.5 percent did not feel qualified to deal effectively with these students, should bring into question whether or not these students were receiving the most appropriate instruction. Moreover, 53.3 percent of the teachers had no course work related to the identification of and/or teaching of special students. Only 8 percent of the teachers had four or more semester hours of course work related to meeting the educational needs of special education students.

### Recommendations

Due to Federal legislation i.e., PL 94-142 and section 504 of the Vocational Rehabilitation Act, students with disabilities are being mainstreamed with greater frequency. The ultimate value of mainstreaming can be measured in terms of student growth and development. Therefore, it is incumbent upon educators to be prepared to answer the challenge.

Initially, the negative attitudes must be modified — if not changed completely. Since 48.6 percent of the teachers would prefer not having special students in their classes, the underlying reasons must be exposed and remedied.

One possible way for improving the percentage of those favoring mainstreaming is to include teachers in the screening and placement decision. A most important working relationship must occur between the educator and director of special education. The latter has been specifically trained to work with students with disabilities, and therefore, can better understand the emotional, psychological, physical and intellectual aspects of these students. There should be a joint writing of student's individual education plan (IEP). The data indicated that 79.5 percent of the teachers did not have a specific plan for each student. Unless the business teacher knows the mainstreamed student's learning abilities and needs, including goals and objectives, chances are that frustration for both teacher and student will result.

Secondly, in order for mainstreaming to be successful, administrators must take a positive and active role. Since 59.4 percent of secondary classroom teachers do not consider themselves as adequately equipped to teach handicapped students, administrators should establish inservice workshops that will offer instruction in the philosophy and operation of mainstreaming. The fact that 53.3 percent of the respondents have had no course hours related to the identification of and/or teaching of special students should further substantiate the need for more training and assistance. Also, teachers must take advantage of the instructional workshops which are available.

According to survey results, 51.1 percent said they would gladly obtain some kind of formal training in special education which would enable them to teach more effectively, 30.9 percent were reluctant, 4.4 percent didn't want to bother, and 17.7 percent did not see the need for more training. The results were encouraging because over half were very willing to seek further education in this specialized area.

Thirdly, State supervisory staffs also play a critical role in assisting teachers with any particular problem they may encounter. They possess the knowledge and resources to shed light on legal aspects, special equipment and materials. The multifarious and ever-changing aspects of education mandate that supervisory personnel continue to develop programs which will effectively accommodate these needs.

Fourthly, for those individuals who are planning to enter the teaching profession, colleges must offer courses in methods, materials, psychology, and guidance relative to students with disabilities. Presently, at most institutions, only those students pursuing studies in special education have these courses as part of their curriculum. Due to the expected increase in the number of students with disabilities who will be entering the regular classroom environment, it is imperative that all teacher training programs waste no time in implementing the necessary course of study for all prospective teachers!

### Limitations of Study

The limitations of the study were as follows: a) of the 201 business educators who were mailed surveys 76 were returned for a return of 37.8%, and b) it was expected that the respondents would answer all of "yes" and "no" questions. This was not done however. Therefore percentages compiled were based on the answers given.

In the case of the returned surveys, despite a less than desired return, a total of 41 of the 60 counties included in the survey had at least one school responding (68.3%) and all directional areas of the Commonwealth were covered. Similarly, although the respondents did not answer every question, or in some cases had their answers disqualified when they wrote in "sometimes" rather than selecting a "yes" or "no", this did not occur so often as to jeopardize the findings.

### Summary

The findings of Wriglesworth's study were very similar to those reported by Rocha and Smith (1985).

Continued on Page 17

# The Forum Editor Search

The Publications Committee of NYS-CEC is seeking individuals to fill the positions of editor and managing editor of *The Forum* beginning January, 1992. The qualifications for *The Forum* Editor include:

1. Experience as a special educator.
2. Ability to work with the Executive Committee by attending committee meetings and seeking advice on issues regarding *The Forum.*
3. Access to necessary support personnel and equipment (secretarial assistance and computer).
4. Ability to edit manuscripts and offer constructive feedback to authors.
5. Ability to solicit quality manuscripts.
6. Ability to communicate with the publisher, executive secretary and editorial advisory board.
7. Ability to meet appropriate deadlines and encourage others to do so.
8. Familiarity with the governmental structure of NYS-CEC.

The editor, according to the NYS-CEC Constitution, must fulfill the following responsibilities:

1. Be responsible for all organization, development, professional content, and publication of each issue of *The Forum.*
2. Provide the President *and the Publications, Government and Legislative Committee* with a written report of the status of *The Forum,* relative to the financial cost of publishing the previous issue and the professional content of the next issue *in June and December of each year.*
3. *Recommend* an editorial policy which outlines the internal structure of each issue of *The Forum* and the requirements for the submission of any professional article or information by a member of the New York Federation or professional interested in the education and general welfare of exceptional children.
4. Adopt specific guidelines for the organization and publication of *The Forum.*
5. *Publish The Forum four times during each administrative year, July 1 - June 30, during the Fall, Winter, Spring, and Summer.*
6. *Appoint a person to serve as Managing Editor of The Forum and meet responsibilities as follows:*
    a. Be responsible for securing all advertising space for each issue of *The Forum.*
    b. Outline advertising goals and strategies for each issue of *The Forum,* such that the total advertising space secured for each issues exceeds ten percent of the total cost of publication.
    c. Establish an advertising policy which outlines the requirements for all advertising, including a fee structure. This shall be submitted to the Editor for review and approval.
    d. Serve as a member of the publication subcommittee.
    e. In June and December of each year, provide the Editor with a report of the status of *The Forum,* relative to the amount of advertising space sold in the previous issues.

Persons interested in applying for the position of editor should send a letter of intent to the chairman of the Publications Committee, Dr. Horace Mann. The letter should outline his or her ability to fulfill the qualifications listed. In addition, each applicant must include a professional resume. Applications should be sent to Dr. Horace Mann, Exceptional Education Department, SUNY/College at Buffalo, 1300 Elmwood Avenue KH 204, Buffalo, New York 14222.

# Student CEC News

IN SEARCH OF STUDENT LEADERS. . .

Do you thrive on challenges?

Enjoy meeting people?

Are you interested in getting more involved in Student CEC?

Concerned about exceptional children?

Yes? Good! Student CEC is looking for capable, energetic student members who will be students next year to serve as New York State Student CEC officers for the 1991-92 term. There are five elected positions:

President
Vice President
Secretary
Treasurer
Governing Board Representative

We need nominations for these positions. Talk with your SEC chapter advisor about being nominated for one of these positions or nominating someone you know. To be eligible, one must be a student member of CEC.

Chapter advisors should send nominations with a brief resume to:

Dr. Judith Bondurant-Utz
New York State Student CEC Advisor
Buffalo State College
Ketchum 110D
1300 Elmwood Avenue
Buffalo, NY 14222

**STUDENTS, DON'T FORGET!!!**
CEC's 69th ANNUAL CONVENTION IN
ATLANTA, GA
**APRIL 1-5, 1991**
*"YESTERDAY'S DREAMS
TOMORROW'S DIRECTIONS"*
CONTACT: SANDY HAMP, NYS STUDENT CEC GOVERNING BOARD REPRESENTATIVE FOR MORE INFORMATION ON HOUSING, TRANSPORTATION, ETC. (716-631-3395).
***SEE YOU IN ATLANTA!!!***

# Professional News

### Conferences

March 17-20, 1991* The 8th International Reading Association Eastern Regional Conferences* Atlantic City, New Jersey.

April 1-5, 1991* The Council for Exceptional Children Convention* Atlanta, Georgia.

November 10-12, 1991 * CEC Topical Conference on At-Risk Children and Youth* New Orleans, Lousiana.

November 22-27, 199 * National Council of Teachers of English Annual Convention * Seattle, Washington.

### Presenters Sought for Fall 1991 Conference on At-Risk Children

Reston, VA — The Council for Exceptional Children is holding a Topical Conference on At-Risk Children and Youth in New Orleans, Louisiana, on November 10-12, 1991. The Council is currently accepting papers and workshop proposals from professionals in direct service to exceptional children and youth as well as those with specialized knowledge that would benefit such professionals. Exceptional children are those who have special needs because of learning disabilities, physical or mental disabilities, giftedness and talents, emotional disturbances, behavioral disorders, hearing impairments, blindness, or the like.

In a comparison study of the general population to people with special needs, the National Council on Disability found that 15% of all adults have less than a high school diploma while 40% of all persons with disabilities did not finish high school. Of all American adults, 5% are unemployed while 67% of all adults with disabilities are unemployed. To bring attention to these problems and help professionals reverse this trend, the Council will hold the 1991 conference, entitled, "Children on the Edge." The conference is designed to address the problems faced by exceptional children who are at risk of academic and social failure. Presenters are sought who can offer insight into solutions that transcend traditional educational, community, and social boundaries.

Presentation papers are especially sought on providing appropriate services to exceptional children and youth of all ages who also have social health needs; are victims of poverty, child abuse, or neglect; are chemically dependent; are children having children, adjudicated youth, migrants, or recent immigrants; or present aggressive behaviors or experience school failure.

Program chairperson Lyndal M. Bullock of the University of North Texas has announced that the deadline for submitting papers is February 15, 1991. To receive a papers submission form, contact Children on the Edge Conference, The Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091-1589. Phone numbers are 703/264-9450, voice and TDD; 703/264-9494, FAX.

### Masters Degree in Special Education at SUNY/The College at New Paltz

The Special Education Program of the State University of New York at New Paltz is offering a graduate training program to train professionals to work with migrant students with disabilities and their families. The program is tuition-free and students will receive a yearly stipened. At the completion of the program, students will obtain a Master's degree in Special Education with a concentration in migrant education and be eligible for New York State Certification in Special Education. Priority will be given to individuals from migrant backgrounds and individuals with experience working with migrant individuals. Individuals interested in the program should contact:

Dr. Spencer J. Salend
Old Main Building, Rm. 307
SUNY at New Paltz
New Paltz, New York 12561
(914) 257-2842 or 2896

# Executive Committee Minutes

The Executive Committee of the NYS Federation of CEC met in Buffalo in September. The following summarizes actions taken by the board.

1. The board applauds the fact that the Americans with Disabilities Act of 1990 has passed.
2. The board supports the resolution, initiated by the Illinois Federation, to limit the campaigning for CEC offices that occurs at conventions.
3. While governors are permitted by CEC to succeed themselves the board stated that our organization is strengthened when new leadership can be developed.
4. The board will continue to make awards and mini-grants.
5. The board stated that members are better served when elections are conducted with a minimum of two nominees for each vacant office.
6. The board urged that the International review the policy of dues increases.
7. The revised constitution will be presented for review at the November meeting.
8. The 1992 state convention will be held in Albany at the Marriott.

Dr. Marc Jacobs
*Secretary*

# Have You Moved?

Change of address notification should be sent to the Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091.

**To:** New York State Federation Members
**From:** Dr. Horace Mann, ***President***
**Subject:** Constitutional Revisions Passed At Board Meeting, Nov. 3, 1990

1. The following basic concepts set the parameters for changes which were recommended:
   - Increase efficiency of Executive Board
   - Streamline decision-making process
   - Provide more equitable workload for officers
   - Establish an Executive Committee to facilitate decision-making between Executive Board meetings
   - Involve Regional Representatives in more committee work especially membership
   - Revise Standing Committee structure to enhance input and provide structure for committee work at times other than at Executive Board meetings
2. The changes recommended by the Ad Hoc Committee and approved in principle by the Executive Board at its March 9 meeting, would necessitate changes in the "Constitution and By-laws" of the New York State Federation of Chapters of the Council for Exceptional Children as follows:

| **Item of Constitution** | **Change to:** |
|---|---|
| Article VII. of Constitution | Add Executive Committee of nine members |
| Sect. 1 of By-laws | Establish six standing committees by deleting audit/adding budgets and finance and combining several others |
| Sect. 4 of By-laws | Establish chairs of committees and membership |
| Sect. 6A of Constitution/Pres. | Item 11 affiliations committee assumed by Constitution and By-laws Committee chair and by Past-President<br>Add chair Pub. Committee |
| Sect. 6B of Constitution/Pres.-Elect | *Add item - chair convention committee - consistent with by-laws<br>Delete item 4, responsibility to vice president for membership chair |
| Sect. 6C of Constitution/Vice Pres. | Delete item 3 — responsibility to past president for chair of constitution committee<br>Delete item 5 — auditing responsibility to past-pres./pres.-elect<br>*Delete item 6 — responsibility in constitution that of Pres. Elect; add chair, membership committee |
| Sect. 6D Past President | Delete 3, chair of nominations and elections<br>Add chair of budget and finance and constitution and by-laws committee |
| Sect. 6E Secretary | Add chair, nominations and awards |
| Sect. 6F Treasurer | Add consult with budget & finance committee |

## BY-LAWS

Article I., Section 4, Committees, Section 4. would have considerable changes based on one page "Restructure of Executive Board" summary.

| | **Changes** |
|---|---|
| Auditing Committee | dropped |
| Constitution & By-laws Committee | Chair from Pres. Elect to Past Pres./Req. Rep. & Affiliate Rep. members |
| Convention Committee | Constitution & By-laws inconsistent/Pres. Elect to chair/4 regional reps. and student president |
| Legislation Committee | dropped |
| Membership Committee | Governor/student governor 8 regional reps. serve on comm. |
| Nominations & Elections | Awards responsibility added/secretary to chair / two regional reps. |
| Awards Committee | dropped |
| Publication Committee | Pres. chair/legislation responsibility added/ governor on committee/Par Rep. on committee |
| Divisions & Affiliations | dropped — responsibility added to Constitution & By-laws Comm. |

*Current inconsistency in Constitution and By-laws

Members interested in complete constitution revisions can obtain them from Mrs. Debbie Chicorelli, Executive Secretary, RD 1, Box 534, Oneonta, NY 13820-9801.

# PROPOSAL COVER SHEET

If you wish to make a presentation at the 1991 Convention in Buffalo, this cover sheet should be completed and returned with a 150-200 word abstract to:

DR. BARBARA MALLETTE
43 HIGH STREET
CASSADAGA, NY 14718
(716) 595-2641 (home) (716) 673-3204 (work)

The deadline for proposals is **February 1, 1991.** You will be notified by May 1, 1991 if your proposal has been accepted.

**November 8 & 9, 1991**
**Hyatt Regency**
**Buffalo, New York**

1. Title of Presentation: ______________________________

______________________________

2. Session Leader's Name: ______________________________

Title: ______________________________

Affiliation/Agency: ______________________________

Address (work): ______________ (home): ______________

______________ ______________

______________ ______________

Phone (work): ______________ (home): ______________

3. Please list co-presenters on an attached sheet. Include names, titles, affiliations, addresses, and phone numbers.

4. Intended Audience: ______________________________

5. Summary for Conference Program: In 35 words or less describe the content of your session. (Summaries longer than 35 words will be edited.) ______________

______________________________

______________________________

______________________________

6. Length of Session: *(check one)*
______ ½ hour ______ 1 Hour ______ 1½ hours

7. Would you be willing to be part of a panel addressing this topic?

______ yes ______ no

## Teacher Corner

# *BOCES/Head Start Partnerships In Preschool*

Roberta Kovacs, *Coordinator*
Preschool Special Education
Dutchess County BOCES

Perhaps the single most significant achievement in the field of early childhood mainstreaming in the decade of the 1980's has been the repeated demonstration that mainstreamed programs can be implemented effectively (Guralnick, 1990). Just as in the case of evaluations of the effectiveness of early intervention programs (Guralnick, 1988; Guralnick and Bennett, 1987), the political question as to whether "mainstreaming works" at the early childhood level has been answered in the affirmative. The contemporary issue is clearly not whether early childhood mainstreaming is feasible and should be encouraged, but rather how one can design programs to maximize its effectiveness (Guralnick, 1990).

Providing a program of specialized services within that context in a manner that blends the often contrasting ecologies of specialized nursery school environments (Carta, Sainato and Greenwood, 1988) will require a new level of creativity and compromise. The extent of teacher directedness, the provision of a formal structure within a classroom, the dependence on well articulated curricula and accompanying educational objectives, and even interpretatations as to the nature of the learning process, are all potential points of tension (Kugelmass, 1989). The decade of the 1990's will test the commitment and depth of the partnership between special education and the general early childhood community.

The continuum of service options available to preschool children with handicapping conditions pursuant to Chapter 243 of the Laws of 1989 and Part 200 of the Regulations of the Commissioner of Education states the following (January, 1990) as the primary option to be addressed in this article:

> *Special Class in an Integrated Setting* — This new option, which requires application to State Education Department for approval, refers to a special class of no more than 12 preschool children which is staffed by at least one special education teacher and one paraprofessional.

Special class in an integrated setting can be provided as follows:

- In a class of no more than twelve preschool children, which includes both non-handicapped and handicapped children.
- In a class of no more than twelve preschool children with handicapping conditions staffed by a special education teacher and a paraprofessional, which is housed in the same physical space as a preschool class of non-handicapped children taught by another teacher.

According to Salend (1990) mainstreaming is the carefully planned and monitored placement of students into regular education classrooms for the majority of their academic and social educational program. The academic program within the regular education classroom should be adapted to address the instructional needs of the mainstreamed student and the social program should be designed so that the mainstreamed student is assimulated into the social climate of the class and accepted by the non-handicapped peers. While the primary responsibility for the mainstreamed student's academic and social program is with the regular classroom teacher, mainstreaming is a dynamic, ongoing process that requires communication and sharing information between regular and special educators, ancillary support personnel and parents.

*Description.* One such program on preschool level exists in Dutchess County. Dutchess County BOCES and Astor Head Start have entered into what researchers may describe as a

- partnership
- Consultant teacher model
- integrated option
- mainstream setting

The 18 children in the sample class range from 3-5 years old. Eight students are BOCES Special Education students. These children have been processed through local Committees on Preschool Special Education. Ten children are Head Start students. All 18 students live within school districts that would have allowed their participation in this particular Head Start location regardless of handicapping condition. Therefore, one of the primary contributing factors of mainstreaming is in place in this climate — normalization. The normalization principle seeks to provide social interactions and experiences that parallel those of society to adults and children with disabilities (Nirje, 1969). Thus, the philosophy of mainstreaming rests on the principle that educational, housing, employment, social and leisure opportunities for individuals with handicapping conditions should resemble, as closely as possible, the patterns, opportunities and activities enjoyed by their non-handicapped peers (Haring & McCormick, 1986).

**Teachers in the BOCES/Head Start Class:** Two teachers are in charge of the 18 students: One special education teacher, a BOCES employee, co-teaching with a regular education early childhood teacher, a Head Start employee. Two paraprofessionals are part of the program full-time.

The children with handicapping conditions in the BOCES/Head Start class are presently identified as speech impaired. Other handicapping conditions such as ED and MR may or may not be part of this programming. It is important to recognize that there are a range of abilities within this population and that the needs of children change over time: some diminish, some increase. This fact becomes important when the issue of labeling is addressed. There are significant dangers in placing a categorical label on children of any age, but particularly on those under five (Smith & Schakel, 1986).

*Program.* Collaboration is integral in this program. Teachers, assistants, speech therapists, social workers, Head Start, parent advocates, and administrators meet regularly to discuss children's progress. Each child with a handicapping condition has an Individualized Educational Program (IEP) that is based on and tailored to address the child's unique learning needs. Head Start is 25 years old this year. This particular setting has curricula in place that has proven successful outcomes. As BOCES students integrate, this consistent, clearly-defined programming is working for the BOCES at risk population of preschoolers.

Speech therapy and other related services are delivered primarily in the classroom. Many of the non-handicapped peers have had the opportunity to experience reverse mainstreaming. For example, a speech therapist works with four BOCES students in a group in the classroom. Three non-handicapped peers join the lesson, are exposed to the concept and share learning with the handicapped children. The parent component is ongoing from placement of the child to participation, counseling and carryover.

Teachers have also begun to integrate their professional activities along with student integration. Special education and regular education teachers are attending conferences together such as "Learning How We Learn," a co-sponsored by the SUNY New Paltz Special Education Program and the Mid-Hudson Teacher Center in the fall of 1990.

An inservice offered by the Dutchess Special Education Training and Resource Center dealing with preschool technology, was well-attended. A computer for the BOCES/Head Start has been ordered as a result of this training. In addition, the state chapter of NAEYC (National Association for Education of Young Children) has requested presentation of the model at the state convention.

*Challenges.* Researchers see four major challenges or barriers to widespread integration. These include: policy voids and disincentives to integration, lack of information on key issues, lack of clear guidelines as to how existing early childhood curricula can be adapted to meet the needs of children with handicaps, and lack of awareness on the part of regular educators, special educators, and policy makers about the developmental importance and feasibility of preschool integration.

*Conclusion.* Special education programs on the preschool level partnering, collaborating, integrating with regular education programs can have only positive effects for children. The events of the 1980's have prepared us well to approach the 1990's. As we have seen, there is now far greater compatibility among the themes of influence of public policy, educational practice and developmental principles and research. If, as appears to be the case, mainstreaming in the inclusionary sense of the term, constitutes the service system of choice for the vast majority of handicapped children, our efforts to support handicapped children and their families must be accelerated. If this position is accepted, the overall challenge for the next decade is to assure that the unique needs of larger numbers of handicapped children and their families are addressed within the general early childhood system (Guralnick, 1990).

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## News From Albany *Continued...*

Education, Higher and Continuing Education, and School Improvement and Support collaboratively developed activities to implement the ten policies. Activities were established for information resource coordination, transitional planning in the secondary schools and access to postsecondary options and opportunities.

Throughout the State, access to vocational and educational services is obtained through the VESID district offices. Each of the 15 district offices is responsible for a specific geographic territory in the State. At these offices, counselors are available to assist consumers in their ability to access services. In addition, community-based Independent Living Centers provide services to individuals with disabilities to overcome the architectural, communication, and attitudinal barriers which prevent people with disabilities from participating fully in community life.

VESID will continue to work with district and community-based programs to increase access to all consumers regardless of age, minority status or disability. Through the provision of vocational and educational services, we can develop greater opportunities for all consumers regardless of age, cultural and linguistic background, or disability. These opportunities will ultimately lead to successful participation in the workforce, lifelong learning, and independent living.

## Literature Review

Swanson, H. (1991). *Handbook on the assessment of learning disabilities: Theory, research, and practice.* Austin, TX: Pro-Ed.

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H. Lee Swanson, in the preface to his book *Handbook on the Assessment of Learning Disabilities: Theory, Research and Practice,* describes a personal experience to which many professionals in the area of learning disabilities may relate. The author was participating in a meeting, at which recommendations were being made for a student's placement into a learning disabilities resource room. The decision was being made primarily on standardized test results provided by the school psychologist. Although the information was sufficient to make the resource room placement, it was not sufficient in explaining the learning abilities of the student and the instructional tack that the resource room teacher should set. It became clear that the reason for selecting the particular standardized assessment was that it was consistent with school district practice, rather than reflecting a particular model of learning. The frustration Swanson felt, as a result of the inadequate relationship between conceptual models of learning, assessment strategies and ultimately, instructional practices, was the impetus for this book.

The book is not intended for the academically faint of heart. Nor would it be my first choice for an easy summer read even though the title implies that it might be. It is, though, an excellent source book which provides necessary information at various levels to readers interested in learning disabilities. It is written for graduate students or professionals seeking an understanding of the field of learning disabilities based on current scientific knowledge.

The book is divided into three sections: part one, Current Perspectives; part two Assessment Models and Domains; and finally, part three, Assessment and Intervention. Part one is a basic overview of assessment issues such the mis-match of assessment for identification and assessment for instruction. Part two, which is the largest chunk of the text, focuses on specific models of assessment. Current research supporting the use of these specific models of assessment is an integral part of each of the chapters. Part three establishes a link between assessment and intervention when planning for instruction.

At first glance, the titles of the chapters seem dry and foreboding. But, looking beyond the titles and into the chapters, the selected authors highlight a broad scope of conceptual models of learning and domains of assessment. Contributing authors from various theoretical perspective such as neuropsychological, pharmacological, cognitive-behavioral, social-cognition, and metacognition write about the issues concerning assessment of students with learning disabilities. Most of the chapters begin with an introduction and a thorough explanation of the theoretical model from which the author is writing.

I found these chapters to be the most informative and enlightening. It is not out of the ordinary in special education, particularly in the area of learning disabilities, to find professionals working on a team who are operating from different theoretical models of learning. And, as each model has it's own theory, so it has it's own jargon. This can contribute to a lack of communication or, perhaps even worse, miscommunication among team members. The handbook provides the knowledge necessary to first, understand the various models of learning and second, facilitate communication between practitioners.

The chapters written on specific domain areas of reading, mathematics and language provided me not only the information necessary to evaluate assessment techniques, but kindled my interest to look beyond the obvious and academic when evaluating students for instruction. A process rather than a product approach to assessment is developed in the mathematics chapter. Also highlighted, is the need for an assessment of the delivery of instruction in academic areas. In this manner, teachers can provide truly individualized instruction to each student.

In reflecting on Swanson's purpose for editing this handbook, I would say he has been very successful. He has provided a vehicle which connects major theories of learning to assessment and intervention for students with learning disabilities.

## WANTED
## Professional News Editor

*The Forum* is seeking an individual who will compile the "Professional News" column for each issue. This would involve compiling a list of upcoming conferences, meetings, and professional opportunities of interest to the NYS-CEC membership. Please write the Editor if you are interested in undertaking this responsibility.

# New York State Federation of Chapters of CEC
# Official Ballot 1991

## CANDIDATE DESCRIPTIONS (Alphabetical Order by Position)

### VICE-PRESIDENT

**Heidi Reichel** is a special education consultant in private practice. She has been a special education teacher in both self-contained classrooms and a resource room. Ms. Reichel coordinated the exhibits for the 1990 New York State CEC Convention in Long Island. Heidi has been a member of CEC for approximately 5 years and has been active on the local level. Ms. Reichel has been the Membership Officer for Chapter 71. She is currently supervising student teachers for Dowling College. In addition, Heidi writes articles for parents in state periodicals.

**Janice Speisman** is currently the director of Field Experiences at SUNY College at Old Westbury. Janice is also an adjunct professor at Queens College. She has been active in the Queens Chapter for over 6 years serving in a variety of leadership positions: Vice-President, President-Elect, President, and Past President. Janice was one of the founding faculty at the Blythdale School for children with physical and health impairments. Mrs. Speisman's research interests are teacher training, adaptive curriculum and affective education for students with special needs.

**George Van Horn** is the Associate Executive Director of Julia Dyckman Andrus Memorial, a residential treatment center for children with emotional handicaps in Yonkers, New York. He has been an active member of CEC for the past ten years. Professionally, George has been a principal of a school for children and adolescents with severe behavior disorders, as well as a teacher of emotional disabilities. Dr. Van Horn is currently a member of the executive committee of NYCASE and he served on the research committee of Ohio CCBD before moving to New York State.

### GOVERNOR

**Kathy Hargis** is the Acting Director of Special Instructional Services for the Rochester City School District. Kathy has been involved with CEC at both the state and international level. She has served on the NYCEC Executive Board as Regional Representative for the Rochester area. Prior to that office, Kathy served as the advisor to the Geneseo Chapter of NYCEC and then served as Advisor to New York State Student CEC. Ms. Hargis was the recipient of the Sue Gorin Award in 1983 for her involvement in CEC. Kathy has served on the Unit Development Committee and is currently serving on a special committee on International Special Education for international CEC.

**Debbie Shanley** is an Associate Professor of Education and the Director of Special Education at Medgar Evers College of CUNY. Debbie has served on the NYCEC Executive Board for the past two years as Regional Representative for New York City Region III. Dr. Shanley has been active at the state and national level in professional organizations, and is one of the founding "fathers" of the New York State Association for Behavior Analysis. She is involved with research addressing legal and ethical issues, the right to treatment, curriculum-based assessment and students with behavior disorders at the secondary level.

**Marlene Wechsler** is a Resource Room and consultant teacher for the Merrick Union Free School District. In addition, Marlene is the Director of Summer Instruction for her school district. She has been a member of NYCEC for over 15 years. Marlene has served on the NYCEC Executive Board as Regional Representative (Long Island Region and Queens Region) and as Secretary. She has also served as an officer for Chapter 71 and has served on the National Committee for Professional Standards. Ms. Wechsler organized the 1990 NYCEC convention in Uniondale.

### REGIONAL REPRESENTATIVES

**Long Island II**

**Leslie Soodak** is an Assistant Professor in the Special Education Program (School of Education) at Adelphi University. Leslie has been a member of NYCEC for approximately 15 years. Dr. Soodak has been one of the driving forces behind the development of the Adelphi Chapter of NYCEC. In addition, Leslie serves as a consultant on special education curriculum in the New York City area.

**New York City Region II**

**Nancy Funke** is the Placement Officer of the Committee on Special Education for District 4, Manhattan. She is the past president of the Greater New York City Chapter (742) and has been active on the local level for approximately 6 years. Nancy has presented at state CEC conferences and was the recipient of a NYCEC mini-grant.

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### DIRECTIONS

Mark an X on the line next to the candidate of your choice. All members may vote for Vice-President and Governor. **ONLY** those members who reside in the New York City Region II may vote for the New York City Region II Representative. **ONLY** those members who reside in the Long Island region may vote for the Long Island Region Representative. Regional Representatives for the Buffalo and Rochester regions are open to write-in candidates. Detach the ballot portion and mail it to **Barbara Mallette, 43 High Street, Cassadaga, New York 14718 by *March 30th.***

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__________ Leslie Soodak

**New York City Region II**

__________ Nancy Funke

**Rochester Region**

______________________________

*(write-in candidate)*

## New Division for Culturally and Linguistically Diverse Exceptional Learners Formed within the Council for Exceptional Children

The Division for Culturally and Linguistically Diverse Exceptional Learners (DDEL) is one of the newest divisions to be formed within the Council for Exceptional Children (CEC). The purpose of DDEL is to advance and improve educational opportunities for culturally and linguistically diverse exceptional children, their families, and professionals who serve them. The new division will act as a vehicle for the exchange of ideas and information about these learners. Advocacy, collaboration, research, recruitment, training, and leadership development are other key areas of focus. During the first year of its formation the new division plans to offer members a semiannual newsletter and a monograph on an area of significant concern to professionals in this field. A campaign is currently under way to inform educators about the opportunities available through DDEL and to promote membership within this new division. Membership dues for DDEL have been set at $15 for regular members and $5 for students. Membership is open to any CEC member interested in culturally and linguistically diverse exceptional children and youth. Non-CEC members are encouraged to join both the parent organization and the new division. To obtain additional information or to join, contact the Department of Member and Unit Services, The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia, 22091, (703) 264-9435.

## Business *(Continued)*

This seems to suggest that while Rocha and Smith's study was done in New York, and Wriglesworth's in Pennsylvania, that similar results would be found elsewhere if the study were further replicated. The results of both studies indicates a need for training of business education teachers to address their lack of confidence in meeting the needs of students with disabilities. On a positive note, 51.5 percent of the respondents expressed a willingness to obtain formal training to improve their teaching skills for mainstreamed students. Also, the majority of teacher (79.6 percent) believed mainstreamed students benefitted from the business courses.

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*A Publication of The New York State Federation of Chapters of the Council for Exceptional Children*

**VOLUME 17, NO. 1** **SPRING 1991**

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# President's Message

## On Leadership

Dr. Horace Mann

It is mid-way time for this presidency and several members have asked, in view of the many urgings I have made in previous columns, how I would define a character of leadership necessary to realize hopes I have espoused. In short, what characteristics do I believe a leader should have. As many of you know, there is no perfect definition of a leader and the literature on this topic is replete with various definitions that support this or that view, so, take your pick!

For me, I believe a leader should be one who engenders loyalty to an idea or to a person, for it is out of such loyalty that individuals often reach fulfillment. Loyalty comes about in many ways, the most important of which is by identification and assimilation. People identify with others and want very much to emulate them, to make the values of the others a part of themselves, if they should experience positive relationships with others. In a sense, bonds of affection are true bonds of loyalty. So I would want to be a person who could create the conditions for the development of loyalty. I believe those characteristics require one:

– to be open with subordinates; a characteristic which recognizes their lack of omnipotence and knowledge of all things.

—to make it possible for people to meet together as responsible adults to solve mutual problems; a characteristic which recognizes that mature people have a right to help solve their own problems.

—to offer individuals the opportunity and the challenge to be responsible both for their work and the fate of their programs; a characteristic which recognizes that sharing in the planning and execution of a program brings a feeling of value and worth to one's life.

—to recognize that loyalty is not to be equated with obedience; a characteristic which assumes that perceptive questioning of assumptions is essential to rigorous intellectual life.

—In short, leaders are individuals who create a climate in which there is freedom for individuals to examine ideas, define problems and to direct their energies to solving them. Where such conditions, exist, leaders are.

These qualities connote deliberation, maturity and depth of thought. Beyond these, of course, you want an individual who has a gentleness and warmth of personality without which such excellence would be sterile.

Finally, perhaps, it ought be said of leaders that they were not there!

# VIEWPOINT

New York is currently attempting to implement Public Law 99-457 which is a 1986 amendment to the federal Education of the Handicapped Act (P.L. 94-142). In this process of extending services to infants and toddlers, early interventionists are faced with many challenging issues. This edition of the *FORUM* presents articles on some of the important concerns. We have attempted to obtain articles from a variety of professionals to highlight some of these for you.

Practical suggestions are provided by Kozen and Bondurant-Utz for service providers and parents to assist children in their transition from preschool to school-age programs.

Spiegel-McGill challenges school districts to examine their mission statement to determine if they are truly providing an integrated education model which values education for all children.

Another perspective is presented by Cramer who makes suggestions for including all family members, including siblings, when assessing family strengths during the development of the Individualized Family Service Plan (IFSP).

Judith Bondurant-Utz
Alice Kozen
*Guest Editors*

As I write, the Board of Regents are voting on Commissioner Thomas Sobol's recommendations which will have serious impact on the delivery of services to special education students. While I hesitate to make predictions, it seems very likely that by the time you receive *The Forum*, caseloads will be increased for both resource rooms and self-contained classrooms.

As taxpayers we are painfully aware of the need to cut the state budget. However, as professionals we are concerned about maintaining appropriate educational opportunities for students with disabilities. While our teaching experience may lead us to condemn these changes, opinion is not enough. We must be able to present objective evidence of reduced effectiveness. I would encourage you to seriously consider what documentation would be necessary to demonstate that special education students are not receiving the appropriate education promised them in P.L. 94-142. Perceived setbacks also are opportunities for program evaluation and modification. Professionals across the state will be challenged to implement new program plans by using options such as the consultant teacher model.

One option which holds promise for reducing the numbers of students placed in special education is early childhood education. I would like to thank our guest editors for gathering several very thoughtful and practical articles in this area.

Space did not allow us to print all the information under the "Washington Review of Legislative Affairs" column. Please contact Larry Banco if you would like additional information secondary education and transitional services, personnel preparation, clearinghouses, research, instructional media, technology, or infants and toddlers.

I would also direct your attention to the announcement of a search for a new editor of *The Forum*. This is an opportunity to inform and effect change across New York. If you would like further information about the responsibilities involved, do not hesitate to call me.

Catharine Reynolds Whittaker
Editor, *The Forum*

# Manuscript Submission

It is the policy of the editors of *The Forum* to encourage manuscript from the field. Those interested in submitting articles for publication should consider the following:

1. All manuscripts must be typed doubled spaced on 8½ x 11 inch paper.
2. Manuscripts should conform for style of presentation to the *Publication Manual of the American Psychological Association* (third edition).
3. Three copies of the manuscript should be sent to:

Catharine J. R. Whittaker
Editor, *The Forum*
SUNY/The College at New Paltz
112 Old Main Building
New Paltz, New York 12561

Authors will be notified upon receipt of the manuscript. Manuscripts will be reviewed by field reviewers in terms of appropriateness for the journal, significance of content, writing style, and relevance to readers.

# "Movin' On": Guidelines For Parents of Preschoolers

Alice Kozen, Ph.D.
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Preschool-age children's transition to a new setting creates anxiety for parents no matter how many times change has been experienced. Legislation mandates that parents have the right to appeal any decision with which they disagree concerning their child's move. However, it should be noted that the extent of parental involvement in the total transition process is still ambiguous and needs further legal clarification.

A definition of transition and transition practices may help clarify some of this ambiguity. Transition and transition practices are planned strategies and procedures used to insure the smooth placement and subsequent adjustment of a child as he/she moves from one program to the next (Hutinger, 1981). Transition is a process that includes preparation, implementation, and follow-up for each child (Bruder, 1988; Noonan & Kilgo, 1987).

A proper transition process involving the movement of a child from a specialized preschool program to a kindergarten classroom is an excellent opportunity for parents to continue their previous and current involvement in their child's early education. In addition, parental participation in the transition process at this juncture in their child's education can lay the groundwork for active and successful involvement in the future.

Parents and educators want to make this transition easy for children. Parents cannot merely assume that a coordinated process which will assure continuity in the child's educational program is in place. Thus, careful consideration must be given to the procedures that are to be implemented to assure a smooth transition between programs which will meet the needs of young children and their families. The challenge that faces any program is to provide parents with those skills and information necessary to make sure continuity of services is maintained throughout their child's school career.

## WHAT DO PARENTS AND EDUCATORS NEED TO KNOW TO MAKE TRANSITION EFFECTIVE?

Research has identified two major areas where parents have expressed both concern and satisfaction regarding their child's school transition: first, the parents' role as decision-makers and second, the effects of the transition on their family (Johnson, Chandler, Kerns, & Fowler, 1986). In a 1988 study by Hanline, parents of two-year-olds were asked to identify problems encountered or anticipated as they and their children made the transition into preschool special education classes upon reaching the age of three. Problems encountered or anticipated by these parents seem to be similar or even greater for the parents of children entering public school kindergarten from a special education setting. Some of these problems are:

(1) parents' lack of information about services offered by the school district;
(2) parent anxiety about working with an unfamiliar agency;
(3) parent uncertainty that their child actually receives appropriate services;
(4) apprehension of parents being separated from their child;
(5) less parent involvement in the decision making process involving their child which then leads to a feeling of losing control over their child's everyday activities (Hanline, 1988).

## WHAT CAN EDUCATORS DO TO HELP PARENTS PREPARE FOR THE CHANGE?

Transition brings on changes and challenges as parents and children are introduced to a new school experience. These changes and challenges include making new friends, learning new skills and taking on new responsibilities. In preparation for the changes that are going to occur, parents with administrative and classroom team support can make the transition smoother by taking advantage of any of the following opportunities:

*Attend school meetings.* Parents should be encouraged to attend as many school meetings as possible that are held for families and children during this most important transition school year. A calendar of events can be sent home so that parents can mark all meeting dates. An agenda of these meetings may include some of the following:

—The child's Individual Family Service Plan (IFSP) or Individual Education Planning (IEP) Conference. At this conference parents and their child's teacher or classroom team can take part in planning the child's program and transition goals for the year. In addition, parents may be able to take a closer look at classroom options regarding their child's entry into their own school district.

—Any School District Representative(s) and Parent(s) Meeting. If this is not held, parents may want to advocate for this special meeting between families and a representative from their child's future program. At this meeting parents can take advantage of the opportunity to talk informally with the representative, ask questions that are specific to their family's needs and start the ball rolling in knowing a familiar face within the school district. OF SPECIAL NOTE: When any of these meetings are held in the evening, don't forget to make sure child care services are available for families.

*Know your CSE Chairperson.* Parents should be encouraged to call the Committee on Special Education (CSE) Chairperson about their child. It always helps to have a contact person even before school starts. Every preschool for children with special needs should have a listing of names and telephone numbers of various school districts and CSE representatives. Regional Early Childhood Directional Centers may also be helpful.

*Check out options.* Parents should becme familiar with what's available for their child.

*Shop around.* Parents can make appointments to observe possible classroom options that may be appropriate for their child. If assistance is needed with this, their child's present teacher or the preschool administrator can be of great assistance.

*Know the school district.* Simply inform parents that they can contact their school district and ask for their newsletters if they aren't currently receiving them. These newsletters will help parents become familiar with the entire school district, its policies, procedures and personnel.

*Visit the school.* If parents know exactly what school building their child will be attending, they can make an appointment with the school principal for a visit. Parents can ask the principal if both parent and child can meet their child's future teacher. If parents are unsure as to who their child's new teacher will be, they should be encouraged to make the appointment anyway. As a part of the transition process, they may be able to see their child's classroom, tour the entire building and visit the rooms their child will be using regularly (e.g., the lunchroom, library, bathroom, gym). Parents might be able to take pictures of various places or rooms in the building so that their child is more familiar with the future school environment.

*Save each IFSP/IEP.* Parents should be encouraged to take the most recent IFSP/IEP with them when they meet their child's new teacher. Better yet, they can give the receiving teacher a copy. This gives the receiving teacher an appreciation of the child's special strengths and also those areas that may need further intervention.

Additional suggestions to parents might include:

—practicing the future teacher's name with their child;

—obtaining a list of other children who will be attending the same class. Perhaps a telephone call to another family and a "get acquainted" talk may be the start of a new friendship even before school starts;

—reading stories about going to school, making new friends, traveling by bus, etc. Every branch library has many interesting picture books on these topics. Some suggestions are: *Grover Goes to School* by Dan Elliot; *Will I Have a Friend?* by Miriam Cohen; *First Day in School* by Bill Binzen;

—practicing bus riding with the entire family. If the child is going to take a bus for the first time, parents may want to role play while singing "The Wheels on the Bus". Children will see this as a fun and a very grown up thing to do!

Finally, parents can play an important role by simply being there for their son or daughter. . .just to listen or try to answer any questions their child may have about his or her new classroom.

Just as children may be showing some fears and anxieties about their new school, in all likelihood parents will be experiencing some of these same feelings too. It's natural. Parents need to be reminded that while they are preparing their child for change, they are also preparing themselves. By showing their child how proud they are of him or her and how excited they are that he or she is "Movin' on!", that pride and excitement has tremendous potential to be passed on to the entire family. Ultimately, that pride and excitement leads to a sense of confidence and positive feelings when the new school year beings.

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# The Forum Editor Search

The Publications Committee of NYS-CEC is seeking individuals to fill the positions of editor and managing editor of *The Forum* beginning January, 1992. The qualifications for *The Forum* Editor include:

1. Experience as a special educator.
2. Ability to work with the Executive Committee by attending committee meetings and seeking advice on issues regarding *The Forum*.
3. Access to necessary support personnel and equipment (secretarial assistance and computer).
4. Ability to edit manuscripts and offer constructive feedback to authors.
5. Ability to solicit quality manuscripts.
6. Ability to communicate with the publisher, executive secretary and editorial advisory board.
7. Ability to meet appropriate deadlines and encourage others to do so.
8. Familiarity with the governmental structure of NYS-CEC.

The editor, according to the NYS-CEC Constitution, must fulfill the following responsibilities:

1. Be responsible for all organization, development, professional content, and publication of each issue of *The Forum.*
2. Provide the President *and the Publications, Government and Legislative Committee* with a written report of the status of *The Forum,* relative to the financial cost of publishing the previous issue and the professional content of the next issue *in June and December of each year.*
3. *Recommend* an editorial policy which outlines the internal structure of each issue of *The Forum* and the requirements for the submission of any professional article or information by a member of the New York Federation or professional interested in the education and general welfare of exceptional children.
4. Adopt specific guidelines for the organization and publication of *The Forum.*
5. *Publish The Forum four times during each administrative year, July 1 - June 30, during the Fall, Winter, Spring, and Summer.*
6. *Appoint a person to serve as Managing Editor of The Forum and meet responsibilities as follows:*
    - a. Be responsible for securing all advertising space for each issue of *The Forum.*
    - b. Outline advertising goals and strategies for each issue of *The Forum,* such that the total advertising space secured for each issues exceeds ten percent of the total cost of publication.
    - c. Establish an advertising policy which outlines the requirements for all advertising, including a fee structure. This shall be submitted to the Editor for review and approval.
    - d. Serve as a member of the publication subcommittee.
    - e. In June and December of each year, provide the Editor with a report of the status of *The Forum,* relative to the amount of advertising space sold in the previous issues.

Persons interested in applying for the position of editor should send a letter of intent to the chairman of the Publications Committee, Dr. Horace Mann. The letter should outline his or her ability to fulfill the qualifications listed. In addition, each applicant must include a professional resume. Applications should be sent to Dr. Horace Mann, Exceptional Education Department, SUNY/College at Buffalo, 1300 Elmwood Avenue KH 204, Buffalo, New York 14222.

# Professional News

April 1-5, 1991 • **The Council for Exceptional Children Convention** • Atlanta, Georgia.

May 4, 1991 • **Affirming Our Multicultural World: Educating For Diversity.** School of Education's Matteson Conference • The College at New Paltz • Keynote speakers will be Jacqueline Jordan Irvine, professor at Emory University and author of **Black Students and School Failure** and Folami Gray, director of the Dutchess County Youth Bureau and a consultant on the development of multicultural diversity in youth programs. A variety of workshops for teachers, parents, administrators and human service professionals will be offered. For general information, contact Caroline Murphy at (914) 257-2900. For program information, contact Spencer Salend, (914) 257-2842 or 2896.

June 1-4, 1991 • **Building Competence in Multiculturalism** • International Counseling Center • Washington, DC • Call (202) 483-0700.

October 9-12, 1991 • **Moving Into the 21st Century: Meeting the Transition Challenges of Charging Populations** • Division of Career Development of CEC • Kansas City, Missouri.

November 8-9, 1991 • **New York State - CEC Convention** • Buffalo, New York.

November 10-12, 1991 • **CEC Topical Conference on At-Risk Children and Youth** • New Orleans, Louisiana.

# SCEC News

### Invitation for NYSCEC Convention

Come to Buffalo and experience the life and culture in New York's second largest city. Explore the downtown theatre district, The Museum of Science, internationally famous Albright Knox Art Gallery, one of our many malls, or just take a stroll down the Elmwood Avenue "strip," which is full of fine restaurants and quaint shops.

As for Education, there will be workshops such as, "make it and take it" and a child abuse and neglect workshop where you can receive credit towards this requirement for NYS certification.

Come visit the many students in Chapter 117 and enjoy our social gathering.

# Washington Review of Legislative Affairs

Compiled by Larry Banco
*PAN Coordinator*

### Invitation to Comment on Special Education for Children With Attention Deficit Disorder

The Department of Education published a notice of inquiry to solicit comments on various issues relating to children with Attention Deficit Disorder (ADD). The comments "are intended to provide Congress with the widest possible range of advice on this issue, including guidance on the appropriate components of an operational definition of the term 'attention deficit disorder.'"

The notice provides an important opportunity for CEC members to give their views on this complex issue. Members of Congress will be using the information generated through the notice to reach a consensus on whether or not to include the term "attention deficit disorder" as a separate category under the statutory definition of "handicapping condition."

The Secretary of Education specifically requests public comment on the following issues:

(a) Are children with attention deficit disorder, who by reason thereof require special education and related services, currently being excluded from special education programs conducted under part B? If so, what is the extent of and what are the reasons for such exclusion?

(b) To what extent are children with attention deficit disorder, who by reason thereof require special education and related services, currently being identified within the existing disability categories in part B, such as "other health impaired," "seriously emotionally disturbed," or "specific learning disability?

(c) Do children with attention deficit disorder have unique characteristics that are not reflected in the exisiting disability categories in part B? If so, to what extent do these unique characteristics require separate evaluation criteria, special preparation for instructional and support personnel, and distinct educational programs and services?

(d) What educational programs and/or services are school districts currently providing to children diagnosed as having attention deficit disorder, either in special education programs conducted under part B or in general educational programs?

(e) How should attention deficit disorder be described operationally for purposes of qualifying a child for special education and related services under part B?

(f) What criteria should be included in the definition to qualify children with attention deficit disorder whose disability is comparable in severity to other children with disabilities currently determined to be eligible for special education and relation services under part B?

(g) What specific manifestations of attention deficit disorder, if any, should be included in the definition?

(h) Should the definition include references to characteristics or circumstances that produce transient inattentive behaviors that, in and of themselves, would not make a child eligible for special education and related services under the definition of attention deficit disorder?

(i) Should the definition address the concurrence of attention deficit disorder with other disabilities or serious emotional disturbance, and if so addressed, how should this be accomplished?

(j) Should guidelines be provided to State and local educational agencies regarding their obligation to conduct an evaluation of a child suspected of having attention deficit disorder? If so, how should these guidelines be described?

(k) Who should be authorized to conduct an assessment of a child having or suspected of having attention deficit disorder, and should the assessment be conducted by more than one individual (such as a teacher and a psychologist?)

(l) What provision should be included in the definition, and what additional steps, if any, not currently required by the regulations implementing part B, should be included to ensure that children who are from racial, ethnic, and linguistic minorities are not misclassified under this definition?

**Addresses:** Written comments should be addressed to Ms. Lucille Sleger, Program Administration Branch, Division of Assistance to States, Office of Special Education Programs, Department of Education, 400 Maryland Avenue, S.W., Switzer Building, Room 3615, Washington, D.C. 20202-2720.

### Congress Raises Education Spending For FY91

The Congress has approved an FY1991, Labor, Health and Human Services, and Education spending bill that adds $2.7 billion in Education Department monies to the FY90 mark. The new $27.4 billion total for the Education Department includes hefty raises for such programs as Chapter 1 compensatory education (+15.9%), handicapped education state grants (+20.8%) and a drug abuse prevention (+12.5%). The Head Start program, operated by the Health and Human Services Department, received a 25.7% increase. Most of the remaining elementary/secondary programs were given modest increases, although small cuts were made in a few programs, such as Chapter 2 block grants (-0.7%).

# Education of the Handicapped Act Amendments of 1990
## SUMMARY OF SOME MAJOR CHANGES TO CURRENT LAW
(October 30, 1990)

### EHA Reauthorization Bill Signed into Law

At the end of September 1990, the U.S. House Committee on Education and Labor and the Senate Committee on Labor and Human Resources reached a final conference agreement on the Education of the Handicapped Act (EHA) reauthorization bill. The bill passed both houses by mid-October and was signed by President Bush on October 30th. Under the new law (P.L. 100-476), the Act is retitled the Individuals with Disabilities Education Act (IDEA).

The Act contains a new discretionary program intended to improve services to children identified as seriously emotionally disturbed. In addition, provisions were included to improve services to students with disabilities who are making the transition from the special education system to adult education and services. The law also contains provisions to improve information and to improve and expand services to children with disabilities who are culturally and linguistically diverse.

## Title I-General Provisions

### Title/Terminology

The Act is retitled the "Individuals with Disabilities Education Act" (IDEA). In addition, the term "handicap" is replaced throughout the Act with the term "disability."

### Sec. 101. Definitions

The terms "traumatic brain injury" and "autism" have been included as separate categories under the definition of "children with disabilities."

"Special Education" has been amended to include "instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and instruction in physical education."

The terms "social work services" and "rehabilitative counseling" are included under related services.

**Transition services:** The term "transition services" is defined as "a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities shall be based upon the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation."

In addition, the definition of Individualized Education Program is amended to include "a statement of the needed transition services for students beginning no later than age 16 and annually thereafter (and, when determined appropriate for the individual, beginning at age 14 or younger), including, when appropriate, a statement of the interagency responsibilities or linkages (or both) before the student leaves the school setting."

Language is also included specifying that, in the case where a participating agency (other than the educational agency) fails to provide agreed upon services, the IEP team shall be reconvened to identify alternative strategies to meet the transition objectives.

### Sec. 103. Abrogation of State Sovereign Immunity

Under the new Act, states will no longer be immune under the eleventh amendment to the Constitution from suit in federal court for failure to provide a child with a disability with a free, appropriate, public education. This provision effectively reverses the Supreme Court's ruling in *Dellmuth v. Muth* (87 - 1855), in which the court ruled that parents of special education students cannot receive monetary compensation from the state for violations of the Education of the Handicapped Act.

### Sec. 104. Reports, Evaluations, Findings, and Other Provisions Generally Applicable to Parts C through G

In awarding grants and contracts under parts C - G, the Secretary, where appropriate, shall require applicants to demonstrate how they will address, in whole or in part, the needs of infants, toddlers, children and youth with disabilities from minority backgrounds.

In addition, the Secretary may require applicants to address the various transitions that a child with a disability may face throughout his or her years in school, including: (1) the transition from medical care to special education; (2) the transition between residential placement and community-based special education services; and (3) the transition between a separate educational placement and the regular classroom setting.

### Panels of Experts.

The Secretary shall convene panels of experts who are competent to evaluate proposals under parts C - G and sec. 618. The panels will be composed of individuals with disabilities, parents, individuals from the field of special education, related services, and other relevant disciplines. The panels will be convened for any application that includes a total funding request exceeding $60,000.

### Congressional Findings Pertaining to Racial and Ethnic Minorities.

Among other things, the Congress finds that:

> "Recruitment efforts within special education at the level of preservice, continuing education, and practice must focus on bringing larger numbers of minorities into the profession. . .
>
> "Greater efforts are needed to prevent the intensification of problems connected with mislabeling and high dropout rates among minority children with disabilities."

## Title II — Assistance for Education of All Handicapped Individuals

### State Plans.

State plans must contain a comprehensive system of personnel development that includes:

1. a description of the activities a state will undertake to ensure an adequate supply of qualified personnel, including the development of a system of determining, on an annual basis, (a) the number and type of personnel currently employed, including those who are not certified, and (b) the number and type of personnel needed, including a projection of those needed in five years;
2. the development and maintenance of a system for determining, on an annual basis, the institutions of higher education that are preparing personnel, by area of specialization.
3. the development of a plan to address the current and projected personnel needs, that coordinates efforts among state and local agencies and institutions of higher education.

The state plans must also include a description of the procedures and activities the state will undertake to ensure that all personnel are appropriately and adequately prepared, including a system for the continuing education of regular and special education and related services personnel.

**Section 618 - Evaluation and Program Information.**

Under this part, the Secretary will be required to collect data and conduct studies to assess progress in the implementation of this Act, and to assess the impact and effectiveness of state and local efforts to provide early intervention and a free, appropriate education to infants, toddlers, children and youth with disabilities.

The Secretary shall also make grants for studies and investigations to improve program management, administration, delivery and effectiveness. The investigations shall gather information necessary for program improvements including, among other things:

1. developing appropriate criteria to identify, evaluate, and serve infants, toddlers, children, and youth with disabilities from minority backgrounds for purposes of program eligibility, program planning, service delivery, and parental involvement;
2. planning and developing effective early intervention services, special education, and related services to meet the complex and changing needs of eligible children;
3. developing and implementing a comprehensive system of personnel development;
4. developing the capacity to implement practices having the potential to integrate children with disabilities, to the maximum extent appropriate, with children who are not disabled;
5. the identification of environmental, organizational, resource, and other conditions necessary for effective professional practice.

Special studies are authorized under this part to assess progress in the implementation of the Act, and to assess the impact of state and local efforts by the Secretary of Education to provide a free, appropriate, public education and early intervention services to eligible children. Every three years, the Secretary will publish proposed priorities for review and comment. In selecting priorities for fiscal years 1991 through 1994, the Secretary may give first consideration to:

1. completing a longitudinal study of a sample of students with disabilities, examining (a) the full range of disabling conditions, (b) the educational and independent living status of the students after exiting the educational system;
2. conducting a nationally representative study focusing on the types, number, and intensity of related services provided to children with disabilities by disability category;
3. a study that examines the degree of disparity among states with regard to the placement in various educational settings of children with similar disabilities, especially those with mental retardation;
4. a study that examines the factors that have contributed to the decline in the number of children classified as mentally retarded;
5. a study that examines the extent to which out-of-community residential programs are used for children who are seriously emotionally disturbed;
6. a study that examines (a) the factors that influence the referral and placement decisions, by disability category and English proficiency, of minority children, (b) the extent to which these children are placed in regular education environments, (c) the extent to which the parents of these children are involved in placement decisions, and (d) the type of support provided to parents of these children that enable the parents to understand and participate in the educational process.

*(Continued on Page 15)*

# Executive Committee Minutes

The Executive Committee of the NYS Federation of CEC met in Uniondale, L.I., in November. The following summarizes actions taken by the board.

1. Appointments to the Publication Committee were approved.

2. The following nominations to the International CEC were approved:

| | |
|---|---|
| Membership Development | M. Wechsler |
| Multicultural Committee | S. Salend |
| International Relations | D. Lee and J. Szolnoki |

# Representative Assembly

The Representative Assembly met in Uniondale, L.I., in November. The following summarizes actions taken in the meeting.

1. The revised constitution was accepted.

2. A motion carried that NY CEC recommend to the State Education Department and to the Department of Health that a licensed audiologist be a member of teams screening for children aged zero to five who are suspected of having a disability.

# Integration of Children with Special Educational Needs in the Public Schools: A District-Wide Mission

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The mission of education in this country originated in the U.S. Constitution and has been broadly interpreted as critical to success in life and a right of the citizenry. This mission has been recognized and reaffirmed by the Courts, i.e., providing the foundations of good citizenry, awakening children to cultural values, achieving self-sufficiency, and learning socially appropriate behavior. Public schools transmit information to the community and serve the goals of teaching students about culture (c.f., Etzioni, 1961), preserving culture, transmitting knowledge, and encouraging students' social-emotional development (Hoy & Miskel, 1982). Therefore, the public schools are a critical setting for educating all children (regardless of ability and serving as a model that all people are members of society.

The "Education for All Handicapped Children Act" (P.L. 94-142), passed in 1975, insured all children the right to a free, appropriate, publicly-supported education in the least restrictive educational environment. However, there are many children with disabilities who, without good cause, are neither educated in their home schools nor in regular education classes.

The integration, or rather segregation, of children with disabilities has to do with the interpretation of the least restrictive environment clause of P.L. 94-142 (Taylor, 1988). Here, the law states that children have the right to be educated with nonhandicapped peers to the maximum extent possible, and that removal from the regular educational class should only occur when the student is unable to benefit from this setting when provided with supplementary aids and services. Two issues are left open for interpretation of this clause. One issue is whether a child must first be placed in the regular classroom setting and given a trial period with supports, before placing the child in a segregated setting. Second, and equally important, is the definition of success in the regular classroom, given the broad mission of education as defined by the courts.

Some school district administrations have interpreted the intent of the placement clause to mean that every child is entitled to first enter the regular classroom setting. Then, if a child is having difficulties, he or she must be provided support in this setting to enhance the setting for the child. Lastly, it follows, removal from the regular class would only occur when support is added to this situation and is still unsuccessful for the child. While this interpretation lays out a hierarchy of decisions about placement, other school district administrations have interpreted this placement clause to mean that a student may be placed in a segregated special class (in the regular school or in a segregated school) from the onset of their educational program based on a certain set of educational characteristics that imply that the student will be unable to follow the traditional school curriculum.

There also has been disagreement as to what constitutes an appropriate educational curriculum for children with disabilities and whether or not a student is benefitting from a setting. Some educators argue that students must aspire to meet the objectives of the regular educational program if placed in the traditional educational program. Others disagree, stating that it is the accomplishment of objectives in the individualized education plan that is of importance. Therefore, if a student meets modified (or alternative) educational objectives in the traditional class based on an appropriate individualized educational plan, then the traditional school setting is appropriate for that student.

Many current educators and researchers in special education argue that we must interpret the intent of the "least restrictive environment" by separating program content and class placement. In this way, a student always belongs in the mainstream for his education (i.e., regular class or community) and the setting must be adapted to meet each student's individualized educational needs (Giangreco, 1989; Lipsky & Gartner, 1987; Meyer, 1987; Schattman, 1988; Stainback & Stainback, 1984).

In summary, the extent to which children with special educational needs are removed from the traditional education classes is disturbing given the intent of the law and the mission of public schools in educating children and modeling normative culture. By allowing children with disabilities to be completely isolated from nonhandicapped children, we are teaching and modeling for all children that a person with a disability is a devalued member of society, rather than a person with varying ability along a continuum of ability. Additionally, we are teaching all children that persons with disabilities do not belong in the mainstream of society.

These arguments for integration are value-laden; however, they are also supported by best educational practice. We now know that the greater the severity of handicap, the less likely a student will learn in artificial settings and the less likely a student will generalize learned skills to integrated, real-world settings. Additionally, Wang, Reynolds, and Walberg (1986) argue "although well-intentioned, the pull-out approach neglects the larger problem: Regular classroom learning environments have failed to accommodate the educational needs of many students" (p. 26). Therefore, reintegration of children with special educational needs, whether back into children's home-schools or back into the traditional regular education classrooms meets two goals: (1) enhancement of learning for children with special needs and (2) communication of the value that all people are part of our society and we are responsible for all of us.

While these goals are important, Schattman (1988) notes that schools are still likely to maintain the status quo due to lack of resources, space problems, contrary beliefs, and job and position insecurity. To overcome these real and/or perceived justifications for segregated education, and make needed changes, significant reform efforts need to focus on important issues and larger visions (Lieberman & Miller, 1990). To do this effectively, school districts must critically reevaluate their mission statements; as mission statements can potentially stimulate the development and performance of educators and children alike by providing goals and purposes (Sergiovanni, 1987). It is these goals and purposes that empower schools to be progressive and successful through fostering a school climate with strong, good beliefs and values that result in superior student progress and teacher morale (Sergiovanni, 1987). Integration must become part of a school district's mission, whereby, we challenge our attitudes and beliefs with what we know in practice.

For example, the Johnson City Central School District of New York State, when implementing a district-wide integration plan to bring their children with significant special educational needs back into their local schools and classes, began by developing a mission statement that "All students will learn" (Sine, 1988). According to Sine, this mission statement was based on research demonstrating that all children can learn, and in turn was used to create a philosophical base for change.

Schattman (1988) noted that a strong philosophical base that does not discriminate between disabled and nonhandicapped students was one of four characteristics common to all successful integration models. Other characteristics included: (a) a trusting relationship among school boards, administrators, and teachers; (b) a planning team process that has administrative support; and (c) a pool of qualified staff to implement the educational programs.

In conclusion, school district changes toward integrated education models must come from a philosophical approach which in turn will dictate policy. In this way, policy can enable and facilitate effective practice, rather than buffer constraints (McLaughlin, 1989). School districts must have mission statements that value the education of all children and hold expections high for everyone (Schattman, 1988).

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## Albany Update

The following describes some of the Governor's 1991 - 1992 budget proposals. There are several budget initiatives which may be of immediate concern to the field.

1. The Advocate Office is proposed to be abolished as a separate agency and merged with the Office of Hispanic Affairs, the Office of Voluntary Services, the Division for Women and the Advisory Committee for Black Affairs into an Office of Advocacy Services within the Division of Human Rights.
2. The independent living centers are proposed to be funded at $6,963,000, reduction of $500,000 from the 1990-1991 appropriation. SED is authorized to withhold up to $143,500 for administration.
3. Education Department Supported Employment programs are proposed to be funded at $6,887,500, an increase over the 1990-1991 appropriation of $6,244,500. SED is authorized to withhold up to $354,700 for administration.
4. OMRDD long term supported employment programs are proposed to be funded at $9,725,000, an increase over the 1990-1991 appropriation of $7,852,000.
5. OMRDD sheltered employment programs are proposed to be funded at $42,088,000, the same as in 1990-1991.
6. Reductions are proposed in the Medicaid program which approximate $875,000,000, including utilization controls ("thresholds") and limitations of services reimbursable under Medicaid. Additional details with regard to specific services for which reimbursement is to be limited will be provided when available.
7. Severe reductions in appropriations for the education of children and youth with disabilities.

*(Continued on Page 15)*

# Why not just ask? Involving all family members in defining "family strengths" in IFSPs

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Public Law 99-457 *(Federal Register,* 1987), the Early Intervention Program for Infants and Toddlers with Handicaps, requires the use of individual family service plans (IFSPs). IFSPs must, in addition to accomplishing their main purpose of defining programming for young children, include a description of the family's current level of functioning, the "strengths and needs relating to enhancing the development of the child" *(Federal Register,* 1987, 44360). While the "whys" — the benefits of building on family strengths — are apparent (Hutinger, 1988), the "hows" are much less obvious. In an early discussion of IFSPs, Turnbull and Turnbull (1988) conclude that no validated instrument exists to assess family strengths; more recently, they note that best practices are currently being developed (Turnbull & Turnbull, 1990). Defining family strengths and needs using vivid, meaningful terms is difficult, even for family members themselves (Featherstone, 1980; Biondello, 1988).

In order to accurately develop and plan the IFSP, as well as monitor its effectiveness, family strengths might be considered in a way which reflects the diversity of views of family members. Obtaining input from siblings of children with disabilities could be of potential benefit, since siblings often have unique perspectives (Bank & Kahn, 1982; Dunn & Kendrick, 1982), and frequently recognize strengths of a family member with a disability which might otherwise go unnoticed (Levitt, 1988; Meyers, 1978). While sibling assistance has been sought to implement home-based treatment plans developed by professionals (Cash & Evans, 1975; Miller & Cantwell, 1976), sibling involvement in the development of an IFSP has not been reported (Lobato, 1983).

Since the ideas presented here can be used by young children and teenagers, as well as adults, they provide a way to obtain comparable information from all family members. The unique perspectives of different family members can be obtained and examined, and incorporated into the IFSP. The extent to which family members view each other similarly can also be learned. Studies have reported on the different perceptions which siblings have of their home environment (Daniels & Plomin, 1985). Different points of view expressed among parents (Vaughn, Bos, Harrell, & Lasky, 1988), and between parents and professionals (Blackard & Barsh, 1972) have been reported, but are not routinely considered when assessing family members. Documenting such differences could improve the potential value of the IFSP.

How might siblings contribute? The following practical suggestions might enable parents, professionals and siblings to work together creatively, in order to generate the enthusiasm and energy needed to effectively implement the IFSP.

1. *Enable family members to describe events which demonstrate family strengths.*
   A friend of the family, playing the part of a reporter from a local news station, could interview members of the family, using questions developed by family members and professionals. Questions such as "Tell me about an event within the last two or three months when you have felt glad to be a part of this family" or "when you saw everybody in the family work well together" might lead to new ideas about family strengths. Use of a tape recorder might be helpful, and this information might serve as a reminder to the family members of strengths on which to build in the IFSP.
2. *Provide family members with ways to creatively imagine strengths the family might develop or build upon together.*
   Using drawing materials, pictures in magazines (photography magazines obtained from second-hand stores are especially interesting), as well as other art materials, each family member can show (using pictures or images, but no words), what they think they would like to see expanded in the family. The visual "Future Image," completed by each family member, can show ways in which they would like the family to fit together within the coming year. Describing these visual images to each other can be very powerful and helpful.
3. *Give family members practice in looking for and acknowledging each other's strengths.*
   Family members can begin to look for things they like about life in the family and to support them regularly. Much like new year's resolutions, this is easier said than done! But the previous activities may give family members new vocabularies for things which are important to them — listening, sharing, being patient, or giving someone another chance. When the initial IFSP is to be revised, each family member may be better equipped to use their strengths to support themselves, and each other.

The experience of reflecting on each other, in writing, during a study completed with 87 families was generally reported to be positive (Farago, 1983). Family members commented that the activity gave them a chance to think about each other in depth. One teenage boy noted that "answering these questions may change our family's whole attitude toward each other." Family members could use the opportunity to honestly see the impact of the child with a disabling condition on the family. One father of a daughter with a disability wrote, "I realize how my answers would have differed if I had completed this. . .before our daughter had been born. She has really affected our lives. Very positively in many ways, negatively in some others. . .This has really changed the tempo and style of family life."

The challenge of using the IFSP to form the basis for an effective, cooperative plan can only be met if families actively participate in the development of the IFSP. Providing all family members with non-judgmental ways to self-reflect on how they interact with each other may be a valuable foundation on which the IFSP description of family strengths can be built.

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## Washington Review *Continued...*

**Early Education for Handicapped Children.**

Under the demonstration and outreach program, new areas of priority are included. Such projects may:

1. facilitate and improve early identification of children with disabilities or at risk of developmental delay;
2. facilitate the transition of infants with disabilities (or at risk of developing disabilities) from (1) medical care to early intervention services, and (2) early intervention services to preschool special or regular education services;
3. promote the use of assistive technology devices and assistive technology services, where appropriate to enhance the development of infants and toddlers with disabilities; and
4. increase the understanding of, and address, the early intervention and preschool needs of children exposed prenatally to maternal substance abuse.

**Programs for Children with Severe Disabilities.**

A new subsection is added authorizing the Secretary to make grants for the development and operation of extended school year demonstration programs for infants, toddlers, children and youth with severe disabilities.

In awarding grants and contracts under this part, the Secretary shall include a priority on programs that increase the likelihood that these children and youth will be educated with their nondisabled peers.

**Programs for Children and Youth with Serious Emotional Disturbance.**

Under this new authority, the Secretary is authorized to make awards for the purpose of improving special education and related services to children and youth with serious emotional disturbance. Such projects include:

1. studies regarding the present state of special education and related services to such children and youth and their families, including information and date to enable assessments of the status of such services, overtime;
2. developing methodologies and curricula designed to improve special education and related services for these children and youth;
3. developing and demonstrating strategies and approaches to reduce the use of out-of-community residential programs and the increased use of school district-based programs;
4. developing the knowledge, skills and strategies for effective collaboration among special education, regular education, related service and other professionals and agencies; or
5. developing and disseminating innovate approaches to assist and prevent children with emotional and behavioral problems from developing serious emotional disturbances that require the provision of special education and related services.

The Secretary is authorized to make grants to LEAs in collaboration with mental health entities to provide services for children and youth with serious emotional disturbances. These demonstration projects shall:

1. increase the availability, access and quality of community services for these children and their families;
2. improve working relationships among education, school, and community mental health and other relevant personnel, families of the children, and their advocates;
3. target resources to school settings, such as providing access to school and/or community mental health professionals and other community resources for these students who are in community school settings; and
4. take into account the needs of minority children and youth in all phases.

## Albany Update *Continued...*

New York State's fiscal crisis may seriously threaten services provided to children, adults and families with disabilities. New York State CEC members may want to write letters to key legislators urging them to maintain funding and support for vital programs. We need personalized letters written to your State Senator and Member of the Assembly. Letters to your individual Representatives should be addressed as follows:

The Honorable ______________________
Member, New York State Senate
Albany, New York 12247

The Honorable ___________________
Member, New York State Assembly
Albany, New York 12248

In addition letters may be sent to the following key legislators:

The Honorable Ralph J. Marino
Senate Majority Leader
Room 330
Albany, New York 12247

The Honorable Melvin H. Miller
Speaker of the Assembly
Room 932
Albany, New York 12248

The following are brief summaries of significant legislative proposals affecting persons with disabilities which are under consideration in the 1991 New York State legislative session.

The proposed Amendment to the Education Law to require the assignment of a full-time teacher aide or teacher assistant to each special education classroom.

S.292 (Babbush) Education Committee (Senate)
A.344 (Griffith) Education Committee (Assembly)

The proposed Amendment to the Education Law to provide that a school social worker, certified attendance teacher and certified licensed guidance counselor be on a committee on special education in those school districts where they are employed.

S.293 (Babbush) Education Committee (Senate)
A.345 (Griffith) Education Committee (Assembly)

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# NEW YORK STATE CEC CONVENTION 1991

## *SPECIAL EDUCATION... MEETING THE CHALLENGE*

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(718) 270-6472 (work)
Dr. Leslie Soodak
*Long Island*
336 West End Ave.
New York, NY 10023
(212) 724-5853 (home)

*B. Student Association*

Dr. Judith Bondurant-Utz
*NYS-SCEC Advisor*
7810 Buffalo Rd.
East Aurora, NY 14052
(716) 655-0126 (home)
(716) 878-5429 (work)

*C. Divisions*
Ms. Valerie Kelsey
*CASE Representative*
Box 200A, RD #1
Verona, NY 13478
(315) 363-5344 (home)
(315) 339-5309 (work)
Sharon Cramer
*TAM Representative*
800 W. Ferry Street, Apt. 3A
Buffalo, NY 14222
(716) 885-4020 (home)
(716) 878-4334 (work)
Ms. Carol Eagen
*DEC Representative*
519 Dyckman Street
Peekskill, NY 10566
(914) 245-2700 x 230 (work)

# President's Message

## Working Toward Integration

Dianne E. Berkell

Approximately 350,000 students with disabilities exit our nation's schools annually. Data indicate that following graduation, 75% of these youths remain either unemployed or underemployed. Three-quarters of our graduates cannot find meaningful employment! We can change these figures if we redirect our efforts to focus on facilitating the transition from school to work. The general mission of special education, as I see it, is three-fold, to prepare youths to (1) lead full and satisfying lives in the mainstream of their communities, (2) gain access to meaningful employment, and (3) live as independently as possible with dignity. As special educators, these should be our goals and a central aspect of our mission.

Since P.L. 94-142 was passed in 1975, substantial gains have been made in the types and quality of services provided for students with disabilities, but we cannot yet rest on our laurels. There are still major changes to accomplish, both in terms of student preparation and societal attitudes. Day-to-day activities and actions need to be directly tied to realistic goals. Our graduates should be holding jobs, and enjoying the benefits of employment; the dismal statistics cited above must be improved.

To accomplish this mission, special education teachers must continue to work toward providing the best instructional programming possible. Some fundamental skills still require honing. Specifically, we must seek to more fully comprehend and appreciate child development in relation to academic instruction, social interaction, and behavior management. Teachers need to be familiar with current educational paradigms and instructional methodologies, know course content thoroughly, and have an awareness of the world outside of school in which our students will need to function (incorporating this knowledge into instructional programming). Most importantly, we should communicate effectively with students, professionals and parents in order to enhance our own teaching effectiveness and to increase the likelihood of generalization of learned skills to community settings and postschool living.

Results of a recent survey of *Forum* readers indicated a perceived need for transition-related information. If you currently working in the area of transition and have a model program that you would like to share, please write to Cathy Whittaker, *Forum* Editor. Reading about successful strategies designed to facilitate improved transition programming, as well as increased employment support services, will help teachers to build new programs and enrich existing ones. Also, a strand devoted to this topic will be included in the upcoming NYS-CEC convention in Buffalo this November. The convention promises to be a stimulating, exciting meeting — and an excellent opportunity to learn and network with your colleagues from across the State.

In closing, I would like to recognize the fine leadership of Dr. Horace Mann over the past year. He has left NYS-CEC a stronger, healthier organization through his diligent and steadfast efforts. On behalf of the Board of Directors, thank you, Hank.

# VIEWPOINT

The summer issue of *The Forum* serves as an important vehicle for NYS-CEC membership news. First, it announces the changing of our state officers. A heartfelt "thank you" goes to our Past-President, Dr. Horace Mann, and each member of the Executive Committee for their considerable efforts on behalf of NYS-CEC. Special recognition goes to those who have completed their terms of office: Dr. Barbara Mallette, Past-President, and Dr. Jed Luchow, Governing Board Representative. Likewise, we look forward to the able leadership of our new President, Dr. Dianne Berkell, and a strong, new Executive Committee and Advisory Board.

This issue also contains a complete conference schedule and registration packet for the NYS-CEC Convention to be held in Buffalo this November. The outstanding program which the convention planning committee has put together offers presentations which will be helpful to a broad range of professionals. I would urge you to share this program with your colleagues in both regular and special education and encourage others from your school or agency to attend.

I would like to welcome Dr. Thomas McIntyre as an assistant editor for *The Forum.* Tom will take care of the Professional News column. Please forward all announcements of meetings and professional opportunities to him at least three months prior to their occurrence.

I hope that each of you have had a chance to travel, relax, and be renewed over the summer. I look forward to seeing you at Buffalo.

Catharine R. Whittaker
Editor, *The Forum*

## Manuscript Submission

It is the policy of the editors of *The Forum* to encourage manuscripts from the field. Those interested in submitting articles for publication should consider the following:

1. All manuscripts must be typed doubled spaced on 8½ x 11 inch paper.
2. Manuscripts should conform for style of presentation to the *Publication Manual of the American Psychological Association* (third edition).
3. Three copies of the manuscript should be sent to:

   Catharine J. R. Whittaker
   Editor, *The Forum*
   SUNY/The College at New Paltz
   112 Old Main Building
   New Paltz, New York 12561

Authors will be notified upon receipt of the manuscript. Manuscripts will be reviewed by field reviewers in terms of appropriateness for the journal, significance of content, writing style, and relevance to readers.

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# NEW YORK STATE
# CEC CONVENTION 1991

## *"Special Education. . .*
## *Meeting the Challenge"*

at

Hyatt Regency Hotel
Buffalo, New York

November 8 and 9, 1991

## PROGRAM & REGISTRATION PACKET

# Officers of the New York State Federation of the Chapters of the Council for Exceptional Children

| | |
|---|---|
| *President* | Dianne Berkell |
| *President-Elect* | Michael Glover |
| *Vice-President* | Janice Speisman |
| *Past-President* | Horace Mann |
| *Secretary* | Marc Jacobs |
| *Treasurer* | Richard Lee |
| *Executive Secretary* | Deborah Chicorelli |
| *Governor* | Kathy Hargis |

# Convention Planning Committee

Michael Glover & Barbara Mallette
*Co-Coordinators*

Sharon Cramer
Larry Maheady
Sal Pizzuro
Deborah Chicorelli

Gregory Harper
Mary Ellen Watkins
Douglas Lloyd

## CONVENTION HIGHLIGHTS

**Keynote Addresses:**

Friday Luncheon — **Dr. Tom Gillung,**
President of the National Association of
State Directors of Special Education
**"Educational Reform"**

Keynote Speaker Sponsored by Xerox Imaging Systems

Saturday Breakfast — **Dr. John Cawley,**
Professor, SUNY at Buffalo
**"Meeting the Challenge of Special Education in the 1990's"**

Exhibits

Raffles

Subdivision Meetings — Friday 5 PM

**New for 1991** — Film Festival

Representative Assembly — Friday 8 PM
Dessert Social to follow Membership Meeting

Special Events for Students:
- Child Abuse Seminar
- Panel Presentation — Employment Hints

Social and Recreational Events

# CONVENTION SCHEDULE AT A GLANCE

## FRIDAY, NOVEMBER 8TH

8:00 AM - 4:00 PM REGISTRATION

WORKSHOPS
SESSION I 8:45-9:45 AM

SESSION II 10:00-11:30 AM

SESSION III 11:30 AM - NOON

12:00 - 12:30 PM OPEN TIME TO VIEW EXHIBITS

12:30 - 2:00 PM LUNCH AND KEYNOTE ADDRESS

**Welcome: Dr. Barbara Sirvis**
Dean, Applied Science and Education
State University of New York College at Buffalo
**Keynote Address: Dr. Tom Gillung,**
President of the National Association of
State Directors of Special Education
**"Educational Reform"**
**Room: Grand Ballroom A**

WORKSHOPS
SESSION IV 2:15-3:45 PM

SESSION V 4:00-4:45 PM

4:45-5:00 PM RAFFLES IN THE EXHIBIT AREA
*You must be present to win*

5:00-5:30 PM SUBDIVISION MEETINGS

| | |
|---|---|
| **TAM** | **Room: Delaware A** |
| **DCLD** | **Room: Regency A** |
| **DCD** | **Room: Regency B** |
| **DEC** | **Room: Regency C** |
| **CASE** | **Room: Delaware B** |
| **TED** | **Room: Delaware C** |

5:45 PM EXECUTIVE BOARD MEETING

8:00 PM NEW YORK STATE COUNCIL FOR EXCEPTIONAL
CHILDREN REPRESENTATIVE ASSEMBLY

Dessert Social follows membership meeting
Dr. Richard Lee (Associate Professor, SUNY at College at Buffalo)
will share his experiences in serving individuals
with special needs in Kathmandu, Nepal
**Room: Regency B and C**

## SATURDAY, NOVEMBER 9TH

8:00 AM - 1:00 PM REGISTRATION

8:30-10:15 BREAKFAST AND AWARDS CEREMONY

**Welcome: Mr. Gabe Coppola**
New York State Education Department
Region I Office, Batavia, NY
**Keynote Addresss: Dr. John Cawley**
Professor, SUNY at Buffalo
***"Meeting the Challenge of***
***Special Education in the 1990's"***

WORKSHOPS

SESSION VI 10:15 - 11:15 AM

SESSION VII 11:30 AM - 1:00 PM

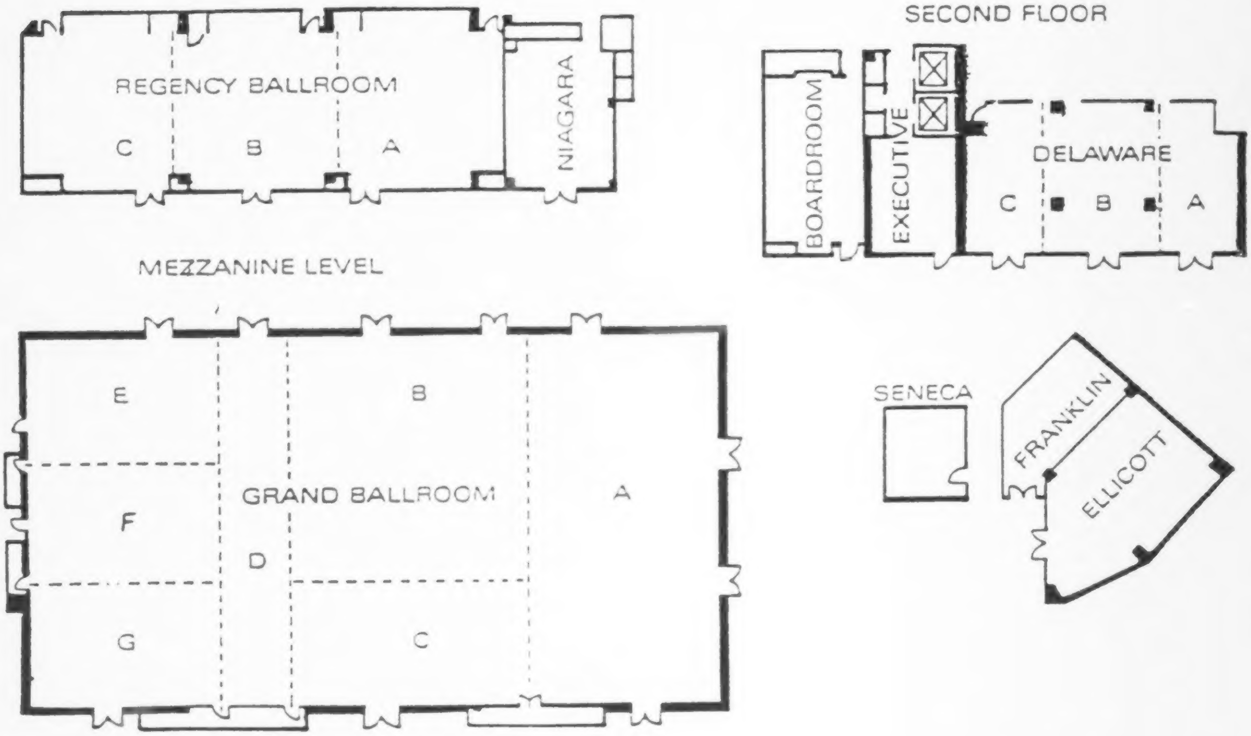
1:00-1:30 PM OPEN TIME TO VIEW EXHIBITS

Raffle to be drawn in Exhibit Area
*You must be present to win*

SESSION VIII 1:30-2:30 PM

**Hyatt Regency**

**Floor Plan**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FRANKLIN
ELLICOTT

## FRIDAY, NOVEMBER 8th

## SESSION #1 8:45 - 9:45 AM

### HELPING THEM GET FROM HERE TO THERE: TEACHING SURVIVAL SKILLS TO PRESCHOOLERS

*Co-Presenters:* Dr. Judith Bondurant-Utz (Associate Professor, SUNY College at Buffalo)
Dr. Alice Kozen (Robert Warner Rehabilitation Center)
Sue Mirabella (Robert Warner Rehabilitation Center)

Are early interventionists providing the survival skills necessary for success in kindergarten? Based upon current research, presenters will provide specific instructional strategies and curricular techniques being used to teach survival skills and maximize children's participation in the kindergarten setting.

**ROOM REGENCY A**

### INTEGRATION OF STUDENTS WITH HANDICAPS AT THE SECONDARY LEVEL

*Co-Presenters:* Lauren Barleben (Albion Central School District)
Lynne Andrews (Albion Central School District)
Karen Imburgia (Albion Central School District)

This workshop will explain the implementation of the consultant teacer model to integrate students with handicaps at the junior high school level. The advantages as well as the problems encountered in the transition from a self-contained environment will be shared.

**ROOM REGENCY B**

### UNDERSTANDING THE UNIQUE ASSESSMENT NEEDS OF EAST ASIAN STUDENTS

*Presenter:* Dr. Marsha Lupi (Associate Professor, Hunter College)

The assessment of disabled and limited English-proficient youth of East Asian origin presents a unique challenge to educational evaluators. Discussion of these challenges and related issues in testing will be the focus of this session.

**ROOM: REGENCY C**

### SPECIAL VISITORS: INVITING SIBLINGS INTO THE SPECIAL EDUCATION CLASSROOM FOR A DAY

*Co-Presenters:* Dr. Sharon Cramer (Assistant Professor, SUNY College at Buffalo)
Alan Erzkus (Erie I BOCES)
Tracy Edwards (Erie I BOCES)
Pat Moser (Project Re Tap)

Looking for a new approach to improving the home/school connection? Join us for some practical ideas to help you develop a one day program for siblings of students with disabilities in your school.

**ROOM: GRAND BALLROOM E**

### DECENTRALIZATION OF SPECIAL EDUCATION SERVICES

*Co-Presenters:* Cynthia Bianco (Niagara Falls Board of Education)
Paulette Mombert (Niagara Falls Board of Education)
Dorcas Thomas (Niagara Falls Board of Education
Marsha Piccirillo (Niagara Falls Board of Education)

The Niagara Falls district has developed a program whereby building-based Committees on Special Education (CSE) are responsible for conducting procedures regarding the special education mandates. The CSE Subcommittees are assisted by building-based Pupil Service Teams and a special education computer management system.

**ROOM: GRAND BALLROOM F**

### CURRENT NEW YORK STATE REGULATIONS REGARDING THE EDUCATION OF STUDENTS WITH HANDICAPS

*Presenter:* Jackie King (New York State Education Department, Batavia Office)

This session will address New York State regulations that impact on the education of students with handicapping conditions.

**ROOM: DELAWARE B**

### FOSTERING COLLABORATION IN EARLY CHILDHOOD SPECIAL EDUCATION FIELD-BASED TRAINING PROGRAMS

*Presenter:* Dr. Ruth Gold (ECSE Project Director, Hofstra University)

This session will focus on the improvement of preservice training programs in early childhood special education through collaborative field-based experiences.

**ROOM: DELAWARE A**

### PROMOTING MULTI-CULTURAL ACCEPTANCE WITHIN THE ELEMENTARY CLASSROOM

*Presenter:* Dr. Barbara Foulks (Assistant Professor, SUNY College at Geneseo)

This session will be relevant to teachers that work in either a multi-cultural or mono-cultural classroom. A guide for teachers in establishing an environment of multi-cultural acceptance in their preschool or elementary level classroom will be provided.

**ROOM: DELAWARE C**

## SESSION #II 10:00 - 11:30 AM

### IDENTIFICATION OF CURRICULUM CONTENT

*Co-Presenters:* Dr. Diane Ryndak (Assistant Professor, SUNY College at Buffalo)
Nancyann Militello (Technical Assistant Specialist, SUNY College at Buffalo)

The decision-making process will walk participants

# New York State Federation of Chapters of CEC ELECTION RESULTS

The following individuals were elected as a result of the ballot that appeared in the winter issue of the *Forum:*

**Janice Speisman** — Vice President
**Kathy Hargis**—Governor
**Leslie Sookak**—Long Island Regional Representative
**Nancy Funk**—New York City II Regional Representative
**Sandy Hamp:** Buffalo Regional Representative
**Lyle Lehman:** Rochester Regional Representative.

## *Professional News*

### Upcoming Conferences

9/30-10/3/91. CCBD conference on adolescents with severe behavior disorders. Las Vegas, NV. (Contact Sheldon Braaten at 612/627-3175).

10/9-10/12/91. Annual conference of the Division of Career Development. Kansas City, MO. (Contact the Division at CEC Headquarters, 1920 Association Drive, Reston, VA)

10/23-10/25. North East Research Association. Elmhurst, NY. (Contact Diane Berkell at 516/299-2245)

11/10-11/12/91. CEC topical conference on at-risk children and youth. New Orleans, LA. (Contact Dao Tran at 703/264-9450).

11/8-11/9/91. New York CEC Conference. Buffalo, NY. (See announcement in this issue).

11/21-11/23/91. CCBD Conference of Teacher Educators of Children with Behavior Disorders. Tempe, AR. (Contact Anne Rhodes at 602/965-1450).

2/14-2/16/92. Annual conference of the National Association for Multicultural Education. Orlando, FL. (Contact Alfread Mouton at 318/475-5131.

4/13-4/17/92. Annual conference of the Council for Exceptional Children. Baltimore, MD.

### Professional Opportunities

Presentation proposals for the CCBD Conference of Teacher Educators of Children with Behavior Disorders (see above) are now being sought. Mail a one page description of your session to Dr. Robert Rutherford, Dept. Special Education, 305 Farmer, Arizona State University, Tempe, AZ 85287. (602) 965-1450.

The Department of Special Education at Hunter College in New York City has received a Federal grant to train evaluators (graduate level) of black/African American students. Tuition-free study is possible. Contact Dr. Marsha Smith-Lewis at (212) 772-4701 for more information.

The Expert Witness Project of CCBD is seeking individuals with expertise in areas regarding students with emotional/behavioral disorders to serve as consultants. This list will be made available to advocates representing these pupils and their interests in court and at hearings. Applicants must be members of the Council for Children with Behavior Disorders. To receive an application form, contact Dr. Thomas McIntyre, Dept. of Special Education, Hunter College, 695 Park Avenue, New York, NY 10021. (212) 772-4770.

### New CEC Division

The Division of Culturally and Linquistically Diverse Exceptional Learners (DDEL) is the newest division of CEC. Those wishing to join should write or contact the division at CEC Headquarters, 1920 Association Drive, Reston, VA 22091.

The Newsletter of DDEL is seeking information and news items of interest to its members. Send material to Dr. Shernez Garcia, DDEL News, Dept. of Special Education, ECB 306, The University of Texas, Austin, TX 78712. (512) 471-6244.

## SCEC News

One way to build on the momentum your unit has achieved last year is to take time to hold a transition meeting with the newly elected 1991-92 officers.

- Take time to orient your successor to the position.
- Pass on any correspondence, files, or records.
- Provide the names and phone numbers of those individuals and resources you found helpful.
- Jot down tips to help make the job easier.
- Provide suggestions for ways to improve or modify ongoing activities, i.e., those things you would have done differently given what you now know.
- Make yourself available to your successor throughout the summer and fall — provide your address and phone number in case other questions arise.

Unit presidents should also be sure to pass along the TO THE POINT resource handbook to the incoming president — highlighting those pages or sections that were most helpful. (Excerpted from *MEMBERSHIP MATTERS,* May 1991, Vol. 28, No. 4, p. 6, The Council for Exceptional Children)

## *Executive Committee Minutes*

The Executive Committee of the NYS Federation of CEC met in Buffalo in June. The following summarizes actions taken by the board.

1. The board will seek a corporate co-sponsor of the state convention for a $1500 fee.

2. The board has asked the Awards Committee to discuss the possibility of awards to be given at state conventions to school districts, schools, and teachers.

3. The Executive Committee voted to break the tie for governor. K. Hargis was elected. Future ties for elective office will be resolved through a majority vote of all elected Executive Board members.

*(Continued on Page 21)*

# Registration Information

*"Special Education. . .Meeting the Challenge"*

**Hyatt Regency Hotel**
**Buffalo, New York**
**November 8-9, 1991**

**Pre-registration fee** includes full lunch or breakfast with keynote speaker for conference day(s). Registration forms must be postmarked by **October 1, 1991** to be eligible for meals. **On-Site Registration,** for those registration forms postmarked after October 1, 1991, will not include meals; on-site/post October 1, 1991 registrants may purchase lunch at any of the hotel restaurants.

*Please indicate by checking:*

| | **Pre-Registration**<br>(Due by October 1, 1991) | **On-Site Conference Registration** |
|---|---|---|
| **CEC Members** | | |
| Full Conference | $75__________<br>(Fri. & Sat. 1 meal included) | $75__________<br>(Meals not included) |
| Friday Only | $45__________<br>(Friday lunch included) | $45__________<br>(Luncheon not included) |
| Saturday Only | $40__________<br>(Saturday breakfast included) | $40__________<br>(Breakfast not included) |

**Note:** A CEC membership form is provided with this registration material. Individuals who include the membership form, with a separate check made out to CEC, may register as CEC members.

| | **Pre-Registration** | **On-Site** |
|---|---|---|
| **Non CEC Members** | | |
| Full Conference | $85__________<br>(Fri. & Sat. 1 meal included) | $85__________<br>(Luncheon not included) |
| Friday Only | $50__________<br>(Friday luncheon included) | $50__________<br>(Luncheon not included) |
| Saturday Only | $45__________<br>(Saturday breakfast included) | $45__________<br>(Breakfast not included) |
| **Students** | | |
| Full Conference | $40__________<br>(Fri. & Sat. 1 meal included) | $40__________<br>(Luncheon not included) |
| Friday Only | $25__________<br>(Friday luncheon included) | $25__________<br>(Luncheon not included) |
| Saturday Only | $15__________<br>(Saturday breakfast included) | $15__________<br>(Breakfast not included) |

| | **Pre-Registration** | **On-Site** |
|---|---|---|
| **Presenters/Retirees** | | |
| Full Conference | $55__________<br>(Fri. & Sat. 1 meal included) | $55__________<br>(Meals not included) |
| Friday Only | $35__________<br>(Friday luncheon included) | $35__________<br>(Luncheon not included) |
| Saturday Only | $25__________<br>(Saturday breakfast included) | $25__________<br>(Breakfast not included) |

☐ $15.00 enclosed for Child Abuse and Neglect Workshop.

Name______________________________ CEC id.# ______________
Address ______________________________________________
City______________________ State ______________ Zip __________
If full time student (12 credits).
Advisor's signature ______________________________________

**Instructions:** 1. Fill out completely. 2. One person per form. 3. Make check or money order payable to NYS CEC Conference 1991. 4. Mail form and payment to: Center for the Development of Human Services, Attention: CEC Convention, Letchworth Annex, SUNY College at Buffalo, 1300 Elmwood Avenue, Buffalo, New York 14222.

REQUESTS FOR REFUND of registration fee must be made in writing by **October 14, 1991.** There will be no refunds issued during the conference.

**Note:** Group rates are available for groups of ten or more from one agency. Call **Michael Glover (716) 589-9202** or **Barbara Mallette (761) 595-2641** for more information.

# NYS - CEC HOTEL RESERVATION

*Send directly to hotel*

NAME OF GROUP NYS COUNCIL FOR EXCEPTIONAL CHILDREN CONV CODE K2

DATES OF FUNCTION NOVEMBER 7 - 10, 1991

FULL NAME LAST FIRST MIDDLE

COMPANY

STREET PHONE

CITY, STATE & ZIP CODE **HYATT GOLD PASSPORT #**

ROOMMATE'S NAME (OTHER THAN SPOUSE) DATE OF ARRIVAL DATE OF DEPARTURE

**ARRIVAL DATE:** **DEPARTURE DATE:**

TIME OF ARRIVAL

**GUARANTEED RESERVATIONS***

INDICATE ONE OF THE FOLLOWING

(A) ASSURED RESERVATION

CREDIT CARD NAME ______

CREDIT CARD NUMBER ______

EXPIRATION DATE ______

(B) FIRST NIGHT DEPOSIT ENCLOSED ☐

AMOUNT ENCLOSED $ ______

| PLEASE CIRCLE RATE DESIRED | |
|---|---|
| SINGLE<br>1 Person, 1 Bed | $74.00 |
| DOUBLE<br>2 People, 1 Bed | $79.00 |
| DOUBLE/DOUBLE<br>2 People, 2 Beds | $79.00 |
| ADDITIONAL PERSON CHARGE | N/C |

| REGENCY CLUB LEVEL | |
|---|---|
| REGENCY CLUB LEVEL (Upon Availability) | |
| SGL | DBL |
| $135.00 | $145.00 |

| SUITE TYPE | | PARLOR & ONE BEDROOM | PARLOR & TWO BEDROOM |
|---|---|---|---|
| HURON | (280 sq ft parlor) | $205.00 | $280.00 |
| GENESEE | (264 sq ft parlor, includes wet bar) | N/A | N/A |

NOTE: SUITES ARE BASED UPON AVAILABILITY

SIGNATURE ______ DATE ______

**FOR GUARANTEED RESERVATIONS**

***I understand that I am liable for one night's room and tax which will be deducted from my deposit or billed through my credit card in the event that I do not cancel or arrive on the date indicated.**

Specific room requests will be handled to the best of our ability, but cannot be guaranteed.

**Reservations must be received no later than October 7, 1991.**

Rack rates will be quoted after the date, and rooms are subject to availability.

*For further inquiry on reservations,*
please call 716/856-1234 or 1-800-233-1234
or FAX your reservation to us: 716/852-6157

**If you complete and mail in this form, a confirmation will be sent to your attention upon receipt. *Please do not call the hotel or our 800 number to also place a reservation.***

The Hotel's check-in time is 3:00 P.M. Room assignments prior to that time are on an available basis.

The Hotel's check-out time is 12:00 Noon.

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*Mail To:*
**Hyatt Regency Hotel**
**Two Foundation Plaza**
**Buffalo, New York 14202**

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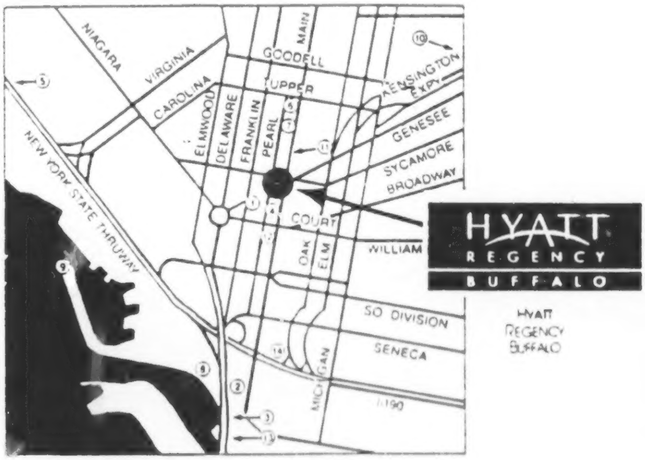
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|---|---|
| 1 | Convention Center (connected by enclosed walkway) |
| 2 | Memorial Auditorium |
| 3 | To Rich Stadium |
| 5 | To Niagara Falls |
| 6 | Studio Arena Theater |
| 7 | Shea's Buffalo Theater |
| 8 | Naval and Servicemen's Park |
| 9 | Erie Basin Marina and Park |
| 10 | To Greater Buffalo International Airport and Darien Lake |
| 11 | Pedestrian Mall and Light Rail Rapid Transit System |
| 12 | Main Place Mall |
| 13 | To Kissing Bridge |
| 14 | Amtrak |

## DIRECTIONS

**FROM PEACE BRIDGE**
190 South Exit Niagara Downtown.
Continue on Niagara Street to W. Huron.
Left on W. Huron to Pearl.
Hotel on Southeast Corner.

**FROM AIRPORT - 20 MINUTES**
33 West to Goodell Street. Follow Goodell to Pearl Street. Left on Pearl Street to W. Huron. Hotel on Southeast Corner.

**FROM SOUTH ON 190**
Exit Church Street. Go straight to Franklin. Turn Left. Franklin to W. Huron. Turn right on W. Huron to Pearl. Hotel on Southeast Corner.

through the identification of a specific student's needs from the regular education and functional curriculum content; and where those needs can be met.
**ROOM: DELAWARE B**

### PRACTICAL ACCOMMODATIONS FOR THE SPECIAL STUDENT IN THE REGULAR CLASSROOM

*Presenter:* Diane Dawley (Christian Central Academy)

Some easy, successful methods of accommodating the exceptional student with the regular classroom. Session will also give practice in identifying student problems and an opportunity to create and apply ideas.
**ROOM: DELAWARE C**

### DOUBLE SESSION
### BOCES/HEAD START — PARTNERS IN PRESCHOOL

*Presenter:* Roberta Kovacs (Dutchess County BOCES)

Dutchess County BOCES and Astor Head Start have entered into what researchers may describe as partnership, consultant teacher model, integrated option and mainstreaming. This presentation is the story from its inception to its positive effects on the children served.

### BLENDED TEAM APPROACH GRADES K -12

*Co-Presenters:* Richard Grybos (Rochester City School District)
Annettee Ciccarelli (Rochester City School District)
Kathie Mykins (Rochester City School District)
Nancy Sunberg (Rochester City School District)
Cheryl Riley (Rochester City School District)
Warren Loeffler (Rochester City School District)

This session will present an elementary, middle school and senior high school pilot project of collaborative approaches to instruction of students with learning disabilities within regular educaton. The presentation will address the issues and solutions to the problem of special education and regular education teachers working in isolation.
**ROOM: REGENCY A**

### MEANING, NOT ROUTINES IN MATHEMATICS FOR CHILDREN WITH MILD HANDICAPS

*Co-Presenters:* Dr. John Cawley (SUNY at Buffalo)
Sheridan Nemeth (Buffalo Public School System)
Michelene Meager (SUNY at Buffalo)

Illustrations and descriptions of procedures for instruction and diagnosis based on meanings rather than routines will be presented. Demonstrations will show that meanings and problem solving can be introduced to children with handicaps much earlier than presently done.
**ROOM: REGENCY B**

### PRE-SERVICE SPECIAL EDUCATION TRAINING: COMPETENCIES FOR THE 1990's

*Presenter:* Dr. Thomas Kelsh (New York State Education Department)

Using data recently collected regarding the status of pre-service training for special education teachers and compared with the movement toward inclusion and integrated service delivery, a core set of special education teacher competencies will be presented.
**ROOM: REGENCY C**

### DOUBLE SESSION
### MOVING INTO THE NINETIES: A BOCES MODEL FOR TRANSITION FROM CENTER-BASED TO DISTRICT-BASED PROGRAMS FOR STUDENTS WITH SEVERE DISABILITIES

*Co-Presenters:* Lawrence Conte (Monroe #1 BOCES)
Nancy Andres (Monroe #1 BOCES)
Teri Capozzi (Monroe #1 BOCES)
Denise Kasper (Monroe #1 BOCES)
Lisa Carlier (Monroe #1 BOCES)

This presentation will focus on the administrative and programmatic issues involved in the transitioning of students with severe handicaps form exclusionary center-based programs to inclusionary district-based programs.

### IS THERE LIFE AFTER PL 94-142? AN INTERAGENCY APPROACH TO ACHIEVE POSITIVE OUTCOMES!

*Co-Presenters:* Therese Zona (Monroe #1 BOCES)
Nicki Leathersich (Office of Vocational and Educational Services for Individuals with Disabilities)

The Regional Transition Services Center at BOCES Monroe #1 has developed an outcome oriented process of Individual Transition Planning (ITP). The ITP is the foundation of identifying students' needs and matching them to adult community services. Through this process, gaps in community services and educational programs are identified. Through an interagency transition planning process, new programs and services are initiated and developed.
**ROOM: GRAND BALLROOM E**

### VOCATIONAL OPPORTUNITIES FOR EXCEPTIONAL CHILDREN THROUGH THE PROMOTION AND REPLICATION OF REHABILITATION TECHNOLOGY APPLICATIONS

*Co-Presenters:* Sheila Sarrett (Research and Training Institute at the National Center for Employment and Disability)
Joani Madarash (Human Resources Center)
Howard Kramer (Human Resources Center)

A description of two innovative programs focusing on rehabilitation technology and how it benefits individuals with disabilities will be presented. Ways

to obtain technical assistance and information regarding programs, practices and assistive devices will be highlighted.
**ROOM: DELAWARE A**

### DOUBLE SESSION 10:00 - NOON
### MEDICAL CONDITIONS THAT COMPROMISE ACADEMIC PERFORMANCE

*Co-Presenters:* Dr. Andrew Adesman (Schneider Children's Hospital, New Hyde Park)
Dr. Sheldon Horowitz (Schneider Children's Hospital, New Hyde Park)

This workshop will address specific medical conditions that affect academic performance; namely, Fetal Alcohol Syndrome and Fragile X Syndrome. Information regarding these conditions will be shared. In addition, an overview of the characteristics of these disorders will be presented with the educator in mind.
**ROOM: GRAND BALLROOM F**

## SESSION III 11:30 AM - NOON

### STRATEGY TRAINING AND ATTRIBUTIONAL RETRAINING TO IMPROVE TEXT COMPREHENSION OF COLLEGE POOR READERS

*Presenter:* Dr. Diane Pulice Cavanagh (Adjunct Assistant Professor, Long Island University)

This session will describe a study in which college poor readers were trained in summarizing and self-questioning strategies and attributional retraining techniques. These students showed significant improvement in text comprehension skills when compared to a control group.
**ROOM: REGENCY A**

### ALTERNATIVES TO SPECIAL CLASS PLACEMENT FOR STUDENTS WITH DISABILITIES

*Co-Presenters:* Dr. Dianne Berkell (Professor, C.W. Post Campus, Long Island University)
Christina Abate (Student, C.W. Post)
Nancy Candela (Student, C.W. Post)
Kristen Michelsen (Student, C.W. Post)
Sharon Rago (Student, C.W. Post)
Marina Romano (Student, C.W. Post)
Jennifer Sherman (Student, C.W. Post)

The goal of this session will be to present and examine various alternatives to special class placement for students with learning problems. Topics to be covered include: the Regular Education Initiative, special education legislation, consultant teacher models, and academic and social effects of mainstreaming.
**ROOM: REGENCY B**

### HOW TO PUBLISH WITHOUT PERISHING

*Co-Presenters:* Dr. Catharine Whittaker (Assistant Professor, SUNY College at New Paltz)
Dr. Spencer Salend (Professor, SUNY College at New Paltz)

The Editors of *The Forum,* Journal of New York State Council for Exceptional Children, will discuss manuscripts submission, review and revision and publication for teachers and administrators interested in writing for this and other national and state journals. No prior experience is necessary!
**ROOM: REGENCY C**

### INTEGRATING COMPUTER TECHNOLOGY INTO THE PRE-SCHOOL SPECIAL EDUCATION PROGRAM

*Co-Presenters:* Dr. Shoshana Rybak (HASC Pre-School Program)
Sharon Inkles (HASC Pre-School Program)

This workshop will discuss and present the implementation of a computer pre-school program to enhance and extend the language based curricula of handicapped and at-risk pre-school children. A video presentation and computer demonstrations of interfacing with classroom activities will also be included.
**ROOM: GRAND BALLROOM E**

### PUTTING THE PIECES OF THE PUZZLE TOGETHER: A DISCUSSION OF A 1990 SURVEY OF FAMILY MEMBERS OF CHILDREN WITH MULTIPLE HANDICAPPING CONDITIONS-VISUAL IMPAIRMENTS AND VISUAL IMPAIRMENTS

*Presenter:* Dr. Virginia Stolarski (Adjunct Assistant Professor, Teachers College, Columbia University)

Family members are critical pieces in the puzzle of meeting the unique needs of children with handicapping conditions. Discussion will focus on results obtained from a survey of 261 family members.
**ROOM: DELAWARE A**

### CONDUCTIVE EDUCATION AND THE EDUCATIONAL PRINCIPLES OF THE PETO SYSTEM: REPORT FROM THE FIRST WORLD CONGRESS, BUDAPEST, HUNGARY

*Presenter:* Dr. John Szolnoki (BOCES Southern Westchester)

Conductive education incorporates a multidisciplinary approach toward instructing students experiencing motor handicaps. The International Peto Institute in Budapest, Hungary recently held its First World Congress to introduce its Conductors College and the educational principles of the Peto system.
**ROOM: DELAWARE B**

**12:00 - 12:30 PM OPEN TIME TO VIEW EXHIBITS**

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## 12:30 - 2:00 PM LUNCH AND KEYNOTE ADDRESS

**Welcome: Dr. Barbara Sirvis**
Dean, Applied Science and Education
State University of New York College at Buffalo
***Keynote Address:* Dr. Tom Gillung**
President of the National Association of
State Directors of Special Education
**"Educational Reform"**

## SPECIAL SESSION 2:15 - 4:45

### CHILD ABUSE AND NEGLECT

*Presenter:* Marilyn Farmer (Orleans Niagara BOCES)

This workshop will cover the topics related to child abuse and neglect. Participation in this workshop fulfills the requirement of a two hour course on this topic and is applicable to certification applications.

*PLEASE NOTE THAT THIS WORKSHOP MEETS FROM 2:15 UNTIL 4:45 PM. THERE IS AN EXTRA $15 FEE FOR REGISTRATION IN THIS WORKSHOP (PLEASE CHECK THE APPROPRIATE BOX ON THE REGISTRATION FORM).*

**ROOM: GRAND BALLROOM F**

## SESSION IV 2:15 - 3:45 PM

### DON'T THROW RESOURCE ROOM PROGRAMS OUT WITH THE BATH WATER

*Presenter:* Phyllis Steinberg (Fredonia Central Schools)

A practical, experience-based presentation will discuss strategies for maximizing success in resource room programs. Suggestions will be made for matching student needs to the appropriate special program.

**ROOM: REGENCY B**

### SOCIAL SKILLS TRAINING FOR OFFENDERS WITH MILD MENTAL RETARDATION AND LEARNING DISABILITIES

*Co-Presenters:* Dr. Idajean Windell (Associate Professor, SUNY College at Buffalo)
Mary Leto (Vocational and Literacy Education Project, SUNY College at Buffalo)
Megan McDonald (Vocational and Literacy Education Project, SUNY College at Buffalo)

The social skills training component of the Vocational and Literacy Education Project will be discussed. Addressed will be self-monitoring techniques, a five-step problem resolution model, commercial programs, group work and the buddy system.

**ROOM: REGENCY C**

### GENERAL AND SPECIAL EDUCATION TEACHER PERCEPTIONS OF THE STATUS OF SOCIAL SKILLS INSTRUCTION IN THE SCHOOLS

*Co-Presenters:* Dr. Wilfred Wienke (Professor, West Virginia University)
Dr. Carmen Iannaccone (Associate Professor, SUNY College at Buffalo)

The response and perception of general and special education teachers to surveys concerning the status of social skills instruction offer valuable insights into this critical area of the general and special education curriculum.

**ROOM: GRAND BALLROOM E**

### GETTING MAINSTREAMED STUDENTS WITH SPECIAL NEEDS TO PERFORM AS WELL AS THEIR PEERS: PEER-MEDIATED INSTRUCTIONAL STRATEGIES

*Co-Presenters:* Dr. Larry Maheady (Associate Professor, SUNY College at Fredonia)
Dr. Gregory Harper (Professor, SUNY College at Fredonia)
Dr. Barbara Mallette (Assistant Professor, SUNY College at Fredonia)
Dr. Kasey Sacca (Coordinator, Teacher Training Grant, SUNY College at Buffalo)
Dr. David Pomerantz (Associate Professor, SUNY College at Buffalo)

The use of peer-mediated instructional strategies with mainstreamed students with special needs will be presented. Data representing the use of these systems in area schools will be shared. Participants will have the opportunity to role play specific peer-mediated strategies.

**ROOM: REGENCY A**

### THE BENEFITS OF CURRICULUM-BASED ASSESSMENT: LINKING ASSESSMENT WITH INSTRUCTION

*Presenter:* Dr. Deborah Shanley (Associate Professor, Medgar Evers College of the City University of New York)

This hands-on workshop will provide an overview of Curriculum Based-Assessment (CBA), demonstrate current CBA practices, and link assessment findings with suggestions for effective classroom instruction. Issues that surround CBA will be addressed.

**ROOM: DELAWARE A**

### DOUBLE SESSION: THE CLIENT WITH AUTISM

*Co-Presenters:* Robin Sue Ward (Public School #177, Queens)
Joan Baltman (Public School #177, Queens)
Madelaine Hassell (Public School #177, Queens)
Elizabeth DeFrancisco (Public School #177, Queens)
Estelle Gershberg (Public School #177, Queens)
Irene Strum (Board of Education, Brooklyn)

The diagnosis of autism does not rule out some independence in life. Utilizing a truly functional approach, Public School #177 provides an environment that teaches realistic life skills with success. Our program has been validated by New York State and is available for replication.

### RUNNING AGAINST THE TIDE: WHY NOW - A CENTER-BASED PROGRAM FOR EMOTIONAL HANDICAPS

*Presenter:* Lynne Gang (Orleans-Niagara BOCES)

This presentation will describe how a center-based program fits into the continuun of services for students with emotional handicaps. Provision of services for students kindergarten through grade twelve will be discussed.

**ROOM: DELAWARE B**

## SESSION V 4:00 - 4:45 PM

### INFORMAL ASSESSMENT OF MATHEMATICS PERFORMANCE OF CHILDREN WITH LEARNING DISABILITIES

*Presenter:* Dr. Rene Parmar (Assistant Professor, SUNY at Buffalo)

Procedures for assessment of cognitive processes applied by students with learning disabilities in mathematics will be presented. Research data and intervention strategies will be shared.

**ROOM: REGENCY B**

### REGULAR EDUCATION CONTENT OR ALTERNATIVE CONTENT: A DECISION MAKING PROCESS FOR DETERMINING WHAT TO TEACH AND WHERE TO TEACH IT

*Presenter:* Mary Beth Doyle (Project Coordinator, Severe Handicaps Technical Assistance Project, SUNY College at Buffalo)

The integration of student with disabilities into regular education classes presents educators with a critical dilemma: How do we strike a balance between providing students with severe disabilities with relevant regular education academic content, while ensuring functioning in integrated post school communities?

**ROOM: REGENCY C**

### GRADUATE STUDENT PERSPECTIVES ON SECONDARY SPECIAL EDUCATION TEACHER EFFECTIVENESS

*Co-Presenters:* Dr. Mark Posluszny (Professor, SUNY College at Buffalo)
Robin Tirado (Graduate Assistant, SUNY College at Buffalo)
Kevin Miller (Graduate Assistant, SUNY College at Buffalo)
Lani Hughes (Graduate Assistant, SUNY College at Buffalo)

Secondary special education is receiving long overdue attention. Information concerning a federally funded program that prepares secondary special educators to utilize consultative skills in collaborating with academic and vocational education specialists and community employees will be provided.

**ROOM: GRAND BALLROOM E**

### BUT WHAT ABOUT NEXT YEAR? WHAT EVERY PARENT AND TEACHER NEEDS TO KNOW ABOUT AGING OUT AND TRANSITION PLANNING

*Presenter:* Sandy Smith (Early Childhood Direction Center, Buffalo)

This panel presentation will help audience members to think about aging out and transition planning from several different points of view — parent, service provider, residential director. An update on the most current New York State regulations will also be provided.

**ROOM: DELAWARE A**

### REDUCING AGGRESSION DURING TRANSITIONS BETWEEN INSTRUCTIONAL ACTIVITIES IN STUDENTS WITH BEHAVIOR DISORDERS

*Co-Presenters:* Dr. Meenakshi Gajria (Assistant Professor, St. Thomas Aquinas College)
Mary Jane Wright (Astor Learning Center)

This presentation describes results of a study focusing on teacher directions during transitions to decrease aggressive behaviors. Data on different categories of aggression collected through direct observation for 16 entire school days will be presented. Implications of this research for teachers will be discussed.

**ROOM: REGENCY A**

### IMPLEMENTATION OF THE CONSULTANT TEACHER MODEL

*Co-Presenters:* Marlene Wechsler Matus (Merrick School District)
Deborah Chicorelli (Oneonta School District)

This panel presentation will describe two implementations of the Consultant Teacher Model. Strategies for dealing with classroom teachers, and serving classified students will be presented. In addition, the attitudes of teachers, classified and non-classified students will be discussed.

**ROOM: DELAWARE C**

### ELEMENTARY ADAPTED SOCIAL STUDIES AND SCIENCE SPECIAL EDUCATION KITS

*Co-Presenters:* Paulette Mombert (Niagara Falls Board of Education)
Dorcas Thomas (Niagara Falls Board of Education)
Mark Laurrie (Niagara Falls Board of Education)
Marge Dorato (Niagara Falls Board of Education)

This session will demonstrate the adapted social studies and science curriculum kits. The philosophy of the program involves teaching the state syllabus through a multi-sensory approach while integrating

all subject areas.
**ROOM: DELAWARE B**

### 4:45 - 5:00 PM RAFFLES IN THE EXHIBIT AREA
*YOU MUST BE PRESENT TO WIN*

### 5:00 - 5:30 PM SUBDIVISION MEETINGS

| | |
|---|---|
| **TAM** | **ROOM: DELAWARE A** |
| **DCLD** | **ROOM: REGENCY A** |
| **DCD** | **ROOM: REGENCY B** |
| **DEC** | **ROOM: REGENCY C** |
| **CASE** | **ROOM: DELAWARE B** |
| **TED** | **ROOM: DELAWARE C** |

### 5:45 PM EXECUTIVE BOARD MEETING

### 8:00 PM NEW YORK STATE COUNCIL FOR EXCEPTIONAL CHILDREN REPRESENTATIVE ASSEMBLY
Dessert Social follows membership meeting
Dr. Richard Lee (Associate Professor,
SUNY College at Buffalo)
will share his experiences in serving individuals with
special needs in Kathmandu, Nepal
**ROOM: REGENCY B and C**

## SATURDAY, NOVEMBER 9TH

### 8:30 - 10:15 BREAKFAST AND AWARDS CERMONY
**Welcome: Mr. Gabe Coppola**
New York State Education Department
Region I Office, Batavia, NY
*Keynote Address:* **Dr. John Cawley**
Professor, SUNY at Buffalo
**"Meeting the Challenge of
Special Education in the 1990's"**

### SESSION VI 10:15 - 11:15 AM

### HOW DO I DISCIPLINE SPECIAL EDUCATION STUDENTS IN REGULAR EDUCATION SETTINGS?: A QUESTION CONSULTING TEACHERS MUST ANSWER
*Co-Presenters:* Dr. Anjali Misra (Assistant Professor, SUNY College at Potsdam)
Maureen Smith (Instructor, SUNY College at Geneseo)

This session will describe practical, easy-to-implement, and manageable discipline techniques which may be used within a regular classroom setting. Knowledge of these techniques will equip consulting teachers with skills necessary to assist regular teachers with mainstreamed students.
**ROOM: REGENCY A**

### THE DEVELOPMENT, MAINTENANCE AND EXPANSION OF A SCHOOL-BASED PROGRAM FOR STUDENTS WITH MODERATE HANDICAPS
*Presenter:* Kathy Winans (Albion Central School District)

This session will outline Albion Central School's program to return students with moderate handicaps to a district based instructional program. The session will include information about parent meetings, peer tutoring, Special Olympics, and work training.
**ROOM: REGENCY B**

### CAN WE TALK? A FRANK DISCUSSION WITH SIBLINGS OF INDIVIDUALS WITH DISABILITIES ABOUT THEIR EXPERIENCES
*Co-Presenters:* Tracey Edwards (Erie I BOCES)
Karen Mayweather (Heritage Education Program)
Norine Borkowski (Saint Mary's School for the Deaf)

Brothers and sisters of individuals with disabilities are witnesses, advocates, supports, and potential members of IEP and ITP teams. Come hear first hand what they have to tell us about our students and family members.
**ROOM: GRAND BALLROOM E**

### STRENGTHENING THE VOCABULARY SKILLS OF ADULT GROUP HOME RESIDENTS WITH MENTAL RETARDATION
*Presenter:* Dr. Sal Pizzuro (Assistant Professor, Jersey City State College)

This session will describe a study of two instructional methods of vocabulary training across four environmental settings. Results and implications for future research will be discussed.
**ROOM: DELAWARE B**

### SPECIAL EDUCATION RESEARCH: WHAT GRADUATE STUDENTS VIEW AS IMPORTANT INVESTIGATIONS
*Co-Presenters:* Dr. Carmen Iannaccone (Associate Professor, SUNY College at Buffalo)
Dr. Yong Hwang (Buffalo City Schools)
Mary Beth Friscic (Hamburg Central School District)
Angelo Mule (Graduate Student, SUNY College at Buffalo)

Special education's future will be greatly influenced by those individuals who are currently completing graduate programs. This session will describe problems, issues and questions being investigated by current doctoral and masters candidates in special education.
**ROOM: REGENCY C**

### BEHAVIOR MANAGEMENT FOR SECONDARY LEVEL TEACHERS
*Presenter:* Dr. Thomas McIntyre (Associate Professor, Hunter College)

Teachers of adolescent special education students have fewer behavior management options then their elementary school colleagues. This session will demonstrate the development of an individual, respectful, positive behavior management system. In

addition, videotaped sequences of novel techniques being used with actual students will be shown.
**ROOM: GRAND BALLROOM F**

### ASSISTIVE TECHNOLOGY FOR PRESCHOOLERS WITH SEVERE HANDICAPS AND/OR PHYSICAL CHALLENGES

*Presenter:* Pam Tellock (United Cerebral Palsy of the Rochester Area, Inc.)

This unique program focuses on the Assistive Technology Program developed for preschool students with significant multiple handicaps and/or physical challenges. Creative activities will be presented through video and hands-on modes as well as program implementation incorporating all disciplines.
**ROOM: DELAWARE A**

## SESSION VII 11:30 AM - 1:00 PM

### A TRANSITIONAL OPTION AFTER HIGH SCHOOL WITHIN A PUBLIC SCHOOL SYSTEM

*Presenter:* Joseph DeRiso (Great Neck Public Schools)

Session content will include rationale, needs and goals to initiate program. Integration of employers, agencies, service providers and community services will be discussed. A case study of a ''Post Graduate'' will offer participants an opportunity to develop an appropriate educational plan.
**ROOM: REGENCY A**

### HUMOR: ITS ROLE IN SPECIAL EDUCATION

*Co-Presenters:* Dr. Bruce Baum (Associate Professor, SUNY College at Buffalo)
Tena Garas, RN (Heritage Centers, Buffalo, NY)

This session will explore ways that humor can enhance the lives of people with disabilities, their families, and those who work in the field of special education. Participants should come prepared to laugh.
**ROOM: REGENCY B**

### SELECTING SOFTWARE FOR EARLY LEARNING

*Co-Presenters:* Tricia Barnett (UCPA of Western New York)
Susan Mistrett (UCPA of Western New York)

Divided into two parts, this session provides training for the evaluation of software. Participants learn to categorize and review software, to identify features which are consistent in quality preschool software, and then to synthesize this information by evaluating preschool software.
**ROOM: REGENCY C**

### THE ETERNAL TRIANGLE: PARENT, TEACHER, CHILD — IS PARTNERSHIP REALLY A POSSIBILITY?

*Co-Presenters:* Joan Watkins (Parent Network Center)
Maria Kerber (Parent Network Center)

This session explores the elements necessary for a true partnership between parents and professionals, giving practical suggestions to both parties to help achieve the collaboration that will effect the most positive results for the child.
**ROOM: GRAND BALLROOM E**

### GETTING A TEACHING POSITION: HELPFUL HINTS

*Co-Presenters:* Dr. Michael Glover (Albion Central School District)
Kathy Hargis (Rochester City School District)
Dr. Ada Grabowski (Medina Central School District)

This session will present practical information regarding becoming employed in a school district. Panelists will provide participants with hints regarding letters of introduction/interest, job application completion, and the interview process. If you are interested in strengthening your chances for professional employment, this session is a must!
**ROOM: GRAND BALLROOM F**

### GEOGRAPHY — THE BEST FOR BOTH WORLDS: STRATEGIES FOR IMPLEMENTING GEOGRAPHY IN ANY CLASSROOM

*Co-Presenters:* Leslie Vecchiotti (Wayne-Finger Lakes BOCES)
Hilton Hotaling, Jr. (Morristown Central School)

Through the use of literature and a variety of hands-on activities, participants will be provided with effective ideas for teaching geography to students with various learning needs, in both regular and special education settings.
**ROOM: DELAWARE A**

### MATH CURRICULUM BUILDING FOR STUDENTS WITH LEARNING PROBLEMS AND PHYSICAL DISABILITIES

*Co-Presenters:* Jean Crockett (Human Resources School, Albertson)
Dr. Katherine Garnett (Hunter College)
Patricia Iannucci (Human Resources School, Albertson)
Kathy Rogers (Human Resources School, Albertson)

This presentation will focus on a special math curriculum developed to assess, direct, and keep track of elementary students with physical and learning disabilities. Overheads and handouts share special features so that ideas can be immediately applied.
**ROOM: DELAWARE B**

**1:00 - 1:30 OPEN TIME TO VIEW EXHIBITS**

RAFFLE IN THE EXHIBIT AREA
*(You Must Be Present to Win)*

## SESSION VIII 1:30 - 2:30 PM

### INTEGRATION OF PRESCHOOLERS WITH VISUAL IMPAIRMENTS THROUGH TECHNOLOGY

*Co-Presenters:* Jan Kush (Blind Association of Western New York)
Susan Mistrett (UCPA of Western New York)

Through lectures, discussion, case studies, and video tapes, the presenters will demonstrate the use of computers to increase the social skills of preschoolers with visual impairments at an integrated site. Information will be provided on the integration of young children with visual impairments: models, benefits, and suggestions for successful replication. The focus will be on three major issues: technology, integration and socialization.

**ROOM: REGENCY A**

### LITERACY DEVELOPMENT FOR WEAK READERS: BLENDING CODE-EMPHASIS AND MEANING-EMPHASIS INSTRUCTION

*Co-Presenters:* Shirley Schagrin (Silver Creek Central School)
Sherryl Falco (Silver Creek Central School)

This session will focus on practical ideas from meaning-emphasis and code-emphasis reading instruction to help weak beginning readers to strengthen their reading strategies. Techniques useful for developing congruency between the regular and resource classrooms will be presented.

**ROOM: REGENCY B**

### THE COMPUTER AND THE PROCESS APPROACH TO WRITING IN THE INSTRUCTION OF STUDENTS WITH SEVERE LANGUAGE IMPAIRMENTS

*Co-Presenters:* Linda Bazarnik (New York City Public Schools)
Lester Katz (New York City Public Schools)
Robin Ward (New York City Public Schools)
Dr. Irene Strum (New York City Board of Education)

This is a creative writing program for adolescents with severe emotional handicaps that has been validated by the New York State Education Department and is available for replication. Program overview and adoption procedures will be discussed.

**ROOM: REGENCY C**

### A COMMUNITY-BASED PROGRAM FOR ADOLESCENTS WITH DEVELOPMENTAL DELAYS/MULTIPLE HANDICAPS: A TEAM APPROACH

*Presenter:* Iris Fensom (Liverpool Central School District)

A district high school-based program which utilizes a team approach to teach functional academics that reinforce actual community, domestic, and vocational experiences will be presented. This approach incorporates teachers, teaching assistants, a community development liaison, job coaches, and related service providers as team members.

**ROOM: GRAND BALLROOM E**

### GETTING MIDDLE SCHOOL STUDENTS WITH DISABILITIES TO COME PREPARED FOR THE RESOURCE ROOM

*Co-Presenters:* Douglas Lloyd (Silver Creek Central School)
Dr. Barbara Mallette (SUNY College at Fredonia)

This session will present one approach in dealing with the lack of preparation on the part of adolescents for resource room periods. A token economy system coupled with public posting was employed to improve student readiness for work sessions.

**ROOM: DELAWARE B**

### THE USE OF COGNITIVE LEARNING STRATEGIES WITHIN THE VOCATIONAL SETTING FOR IMPROVING PRODUCTIVITY AND SELF-MONITORING SKILLS

*Co-Presenters:* Dr. Patrick Hartwick (Assistant Professor, SUNY College at Geneseo)
Michael Blatteberger (Allentown Industries, Williamsville)

This presentation will review the results of a study using cognitive learning strategies within a vocational setting to improve acquisition of skills and facilitate greater worker autonomy, and improve productivity. This study chose five adults with moderate mental retardation who were in the lowest percentile for productivity and needed excessive supervision with task performance. The presenters will discuss the use of a model for training workshop supervisors to utilize cognitive behavior modification methods along with cognitive strategies to improve the performance of employees:

**ROOM: GRAND BALLROOM F**

### TRANSITIONS: HOW TO MAKE THEM WORK

*Presenter:* Tanoula Hadjis (The Shield Institute for the Mentally Retarded and Developmentally Disabled, Flushing)

"Transition preparation" is a process that softens the impact of change in the lives of people with developmental disabilities and their families. It is systematic approach to preparation for change that reduces anxiety and facilitates growth. The presentation will outline the philosophical and psychological basis on which this process is developed and will suggest policy and procedural decisions for its implementation.

**ROOM: DELAWARE A**

## Executive *(Continued)*

4. The PAN coordinator was asked to draft a statement to respond to the state's request for public comment on the LRE regulations.
5. The amended budget was approved.
6. The board voted to change appointed and nonelective officers every three years.

# PROPOSAL COVER SHEET

If you wish to make a presentation at the 1992 Convention in Albany, **this cover sheet should be completed and returned with a 150-200 word abstract to:**

Deborah Chicorelli
RD #1, Box 534
Oneonta, NY 13820
(607) 432-4909 (home) (607) 433-8262 (work)

The deadline for proposals is **February 1, 1992.** You will be notified by May 1, 1992 if your proposal has been accepted.

**November 6 & 7, 1992**
**Marriott**
**Wolf Road**
**Albany, New York**

1. Title of Presentation: ______________________________

______________________________

2. Session Leader's Name: ______________________________

Title: ______________________________

Affiliation/Agency: ______________________________

Address (work): ______________ (home): ______________

______________ ______________

______________ ______________

Phone (work): ______________ (home): ______________

3. Please list co-presenters on an attached sheet. Include names, titles, affiliations, addresses, and phone numbers.

4. Intended Audience: ______________________________

5. Summary for Conference Program: In 35 words or less describe the content of your session. (Summaries longer than 35 words will be edited.) ______________________________

______________________________

______________________________

______________________________

6. Length of Session: *(check one)*

__________ ½ hour __________ 1 Hour __________ 1½ hours

7. Would you be willing to be part of a panel addressing this topic?

__________ yes __________ no

# MEMBERSHIP APPLICATION

## THE COUNCIL FOR EXCEPTIONAL CHILDREN

1920 Association Drive
Reston, Virginia 22091-1589
VOICE and TTY 703/620-3660
FAX 703/264-9494

CHAPTER # ____________
(If chapter number is not known, please leave blank. CEC will inform you of your local chapter number.)

Name ______________________________________
First (Please Print) Initial Last

Address ______________________________________
Street

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City State or Province Zip/Postal Code Phone ☐ work ☐ home

CEC is authorized to make available, at an appropriate charge, the full or partial list of its members to certain carefully selected companies or organizations serving the fields of regular and special education. If you do not want your name included, please check this box: ☐

### Please Check Your Combined CEC International and State/Province Dues

| **MAILING ADDRESS** | **Regular** | **Student*** |
|---|---|---|
| US States | | |
| GA, MD, ME, TX | 60.00 ☐ | 24.50 ☐ |
| FL | 60.50 ☐ | 24.00 ☐ |
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# COLLABORATIVE CONSULTATION:

## The Key To Effective Service Delivery

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# President's Message

## Collaborative Consultation: The Key to Effective Service Delivery

Dr. Dianne Berkell

Alan Greenspan tells us the recession has come to an end. Yet, you need only pick up the newspaper or turn on the radio to hear more dismal financial news. Businesses are suffering, unemployment rates are high, and school budgets have been cut, often dramatically. In New York State, recent budgetary issues have forced educators to analyze the efficiency of our current service delivery system, and to question whether our students' needs are being met in the most efficacious manner possible.

While we're experiencing significant cuts in financial support to schools, we're being asked, at the same time, to serve increasing numbers of students with academic and behavioral difficulties. It's clear that traditional special education policies and practices are no longer working, and that alternatives need to be explored (Graden, Casey, & Christenson, 1985). We need to find a way to maximize the benefits from our limited pool of resources to serve the ever expanding population of students with learning/behavior problems. Current funding patterns will not permit special education to continue to provide intensive individual education services to an annually increasing population. In light of the fiscal crisis facing us, this column discusses the consultation model as a means of simultaneously improving service delivery and economizing in special education.

As researchers examine ways in which we might develop more efficient programs that better utilize the many varied talents and skills of special education personnel, consultation models stand out as a viable solution to this problem. Limited resource allocations are forcing us to reconceptualize special education programming and to move toward increased indirect services, such as consultation, because it is becoming increasingly difficult to serve all students with special needs under the direct services umbrella.

Collaborative consultation, whereby resource/consulting teachers work with regular classroom teachers to plan individualized educational programs for students in regular classrooms, can increase the number of students we can serve. The consultation model will help us to economize, and it will also lead to improved referral and planning. Diagnosis and assessment procedures will be enhanced. In addition, improved programming will be provided because diagnostic information will be tied to appropriate remedial strategies that may be readily incorporated into the student's program.

Collaborative consultation, in essence, is problem solving between regular and special education teachers. It is an interactive process that facilitates communication among professionals with diverse backgrounds to generate creative solutions to mutually defined problems (West & Cannon, 1988). Through such consultation, solutions are produced that are different from those that individual team members would have produced independently.

Effective consultation requires strong interactive and communication skills on the part of the consultant, along with competence in the teaching/learning process. Surveys conducted in this area (Friend, 1984; West, 1985) indicate that special education teachers lack training in consultation (Idol & West, 1987), even though they perceive it as being an important aspect of their job. Such training should be included in preservice and inservice training.

Regular and special educators must work together as part of a collaborative team to teach students with academic problems in the mainstream of their schools. As regular educators gain inclusion into these teams, and

*(Continued on Page 4)*

# VIEWPOINT

I've noticed symptom among professionals in special education of late that seems to be spreading. It's a rather specific behavior which can be identified easily, but the underlying causes are still only speculative. At first I thought these professionals seemed to be uttering an unusually high frequency of words that start with the phoneme /k/. When attending conferences, I often felt I had landed in a convention of hens cluttering for better roosting facilities. Upon closer investigation I have noticed that the behavior is more specific than I had at first thought. It seems that these individuals are using words that start with the prefixes "co", "col", "com", "con", all of which come from the Latin word meaning "with" or "together". Few seem to be able to produce sentences without using the words "consultant", "cooperation", "collaboration", or "congruence" anymore, even in the most informal of conversations.

I also believe that the etiology of this behavior is well worth tracing. While the behavior was first reported to me as descriptive of the special education population, I frequently see symptoms of it among regular classroom educators. Some have gone so far as to suggest that its origins actually are in regular education.

It seems to me that it is time to conduct some rigorous research to substantiate my obervations. I there submit to you an issue of *The Forum* for which therefore submit to you an issue of *The Forum* for which there was no call for manuscripts, no topics or issue established. Yet, starting at the very beginning of but agree that I have a point. We now nave data, a permanent product, which can be analyzed for "together" words.

Is there a graduate student looking for a thesis topic among the readership who would like to step forward and pursue this line of research? One could compare the content of this issue to the transcript of a NYS-CEC Convention, or the conversations held in CSE meetings. While the possibilities are endless, we must be careful to avoid the mistakes of the past. It would be premature to establish the C Syndrome as a separate category and, knowing the negative effects of labeling, we must carefully consider nomenclature. Yet, if my preliminary findings are valid, we need a descriptor for this behavior. Perhaps we can hold a contest to find the most positive term for this very specific behavior? Send me your suggestions.

Catharine R. Whittaker
*The Forum,* Editor

## President's Message *(Continued)*

become comfortable with the collaborative consultation process, they will be less fearful and better equipped to include students with learning problems into their classrooms. Through utilization of a support network to assist them in assessment, program planning, and implementation, they may find that some of their most rewarding moments come from working successfully with more challenging students. And the number of students labelled as learning disabled or behavior disordered will probably decrease.

A few studies have begun to shed some light on the factors that facilitate successful collaborative consultation (see, for example, Sargeant, 1981). These studies concur that the most important factor is *time.* It was found that resource/consulting teachers have little time to perform actual consulting services, and spend the majority of their time providing direct services to students. Idol-Maestas and Ritter (1985) suggest that more time for providing consultation services could be provided by altering teachers' schedules to build in the needed consultation time. They also recommend adjusting the pupil-teacher ratios for resource/consulting teachers to allow time for consultation.

At a time when cutbacks in education are severe and pressure is on schools to demonstrate efficient management of resources, a redefinition of the role of resource/consulting teachers is needed — one which incorporates increased time for indirect service provision so that we can reach more students. Through collaborative interdisciplinary networking we may be able to effectively stretch our resources by pooling our diverse expertise to better meet our students' needs. In fact, even if we were so fortunate as to have unlimited funds, collaborative consultation would still be the way to go!

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# Whole Language and Special Education: One Teacher's Journey

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"It's not really different," proclaimed a special education teacher when asked about the similarity between whole language in a regular classroom and whole language in her own special education classroom. "Because whole language is a philosophy and not one method of teaching," she continued, "the principle behind it is the same no matter where the children are placed." This comment demonstrates what more and more special education teachers are finding out: whole language can be implemented in special education classrooms.

This article takes a look at whole language in the special education setting, and one teacher's journey into adopting and implementing whole language. Our traveler is Lisa, a special education teacher of multiply handicapped six and seven year olds. Her group of students is classified as Option III (six children, one teacher, and one aide). In addition, there is a full-time speech-language pathologist who is responsible for both individual and group therapy. All six children receive occupational therapy twice a week, and several of the children receive physical or art therapy.

Before leaving for any unknown destination some background preparation is needed, and such was the case for Lisa. Lisa first became interested in whole language through friends, reading books and articles in professional journals, and attending conferences. Ultimately her interest took her to New Zealand for a first hand look at whole language. Upon return from her trip "down under," she decided to reflect on and apply her experience by creating a classroom environment focusing on literacy, individualization, and independence.

## Whole Language

Whole language is based on a philosophy of learning, particularly how people learn language (which involves all aspects of the language arts — listening, speaking, reading, and writing). There are certain conditions that make learning possible and these conditions are quite evident in whole language classrooms (Cambourne, 1988).

- immersion — children are inundated with a wide variety of stimulating language experiences, e.g., books, charts, dictated stories
- demonstration — children are provided with many written and oral examples, e.g., teacher modeling of the reading and writing processes, think alouds
- expectation — positive messages teachers communicate to their students about language, e.g., teachers expect their students to read and write
- responsibility — children are encouraged to assume responsibility for their own learning, e.g., choose what to read, topics for writing, which writing conventions to learn
- approximation — children are allowed to approximate the desired model of reading and writing, e.g., trial and error learning with mistakes viewed as a natural part of learning
- practice — time and opportunity to use reading and writing for real purposes, e.g., literature discussions and conversations, Writers' Workshop
- feedback — responses given to students about their oral and written language development, e.g., reinforcement, redirection, and encouragement

When Lisa herself was learning about whole language, she "immersed" herself in the topic through reading, discussion, conference attendance. She was given "demonstrations" of whole language through seeing other practitioners implement it (through videos, visitations, and modeling at staff development sessions). She assumed "responsibility" for undertaking the learning and she had high "expectations" that she would be successful. Through "practice" she made mistakes ("approximations") but was given "feedback" to help her continue to grow as a whole language teacher. These same conditions that enabled her to take on whole language guide her instructional program and form the basis for the learning that occurs there.

After getting ready for the journey, Lisa set several goals for the school year. Her plan of action included changes in the classroom environment (physical arrangement, scheduling, centers, and curriculum planning), staff education, and parent education. One of Lisa's goals, that of changes in the classroom environment, will be the focus of the remainder of this article.

Among Lisa's objectives was the establishing of an environment that focused on literacy, individualization, and independence (Butler and Turbill, 1987; Cambourne and Turbill, 1987; Cambourne, 1988; Morrow, 1989; Lukasevich, 1991). Because she is responsible for all her students' needs and goals (including occupational, physical, speech therapy), she intended to incorporate all of them into her literacy program. Immediately she realized that this exploration into whole language was going to be ongoing and continuous and her journey would be a long one.

With her goals and the needs of her students in mind, she proceeded to make the desired changes in the following areas: physical arrangement of the classroom, scheduling, establishing centers, and curriculum planning.

## Physical arrangement of the classroom

A whole language classroom provides a language rich environment, and the set-up of the classroom facilitates the learning of language (Cambourne, 1988; Morrow, 1989; Weaver, 1990). Therefore, the physical arrangement of the classroom was the first change Lisa made. She had five requirements which included: 1) work centers for the teacher, speech pathologist, and aide; 2) space for the learning centers, 3) private space for the children; 4) space for children to work cooperatively; and 5) space large enough for movement and whole class activities.

When planning the physical design of the classroom, she set aside the work centers for the teacher, aide, and speech pathologist. This space was necessary to meet the needs for the students' individual speech therapy and individualized lessons. When these centers were in place, she then found space for the learning centers. She filled every available corner and wall with tables, chairs, and/or rugs to create the physical separateness of a center. Centers that were established included a reading/library corner, a writing center, a science center, a creative dramatics center, and a center that related to the theme being implemented.

Because Lisa valued the importance of each child's having his/her own individual and personal work space, such areas were so designated. Here children could go to be free from interruptions and disturbances. By having a personal space, the children were assisted in developing responsibility since they were completely in charge of the area. This space proved to be conducive for journal and other personal writing, independent reading, or any other activity when the child preferred to work alone.

In addition to the need for children to be able to work by themselves, children also need to work cooperatively and in larger groups. Therefore, the classroom was arranged to provide meeting spaces and places. Lisa felt having community spaces assisted in developing independence and resourcefulness because children could engage in projects without adult intervention. By having spaces where children could work cooperatively, they were given opportunities to interact and learn and teach in all areas of the curriculum, e.g., writing conferences, art projects, math explorations.

Finally, Lisa designated a large open area of the classroom which was the site for shared reading, modeled writing, community meetings, and visits from other classrooms. Having arranged her classroom to facilitate both independent and cooperative learning, Lisa turned her attention to her other goals although she continually monitored the effectiveness of the physical design of the classroom.

## Scheduling

When considering how she would structure her day, Lisa had several important aspects to take into account. The schedule had to be designed to ensure that there was enough time for the teacher, speech pathologist, and aide to work with each child individually for 20 minutes, for the children to work at several centers each day, and for a minimum of three group lessons per day. The schedule that Lisa finally decided upon was:

| | |
|---|---|
| 8:45-9:15 | Arrival, journal writing, independent reading |
| 9:15-9:30 | Community meeting (opening exercises, weather, discussion) |
| 9:30-11:30 | Individual lessons and centers (20 minute rotations) |
| 11:30-11:50 | Shared reading |
| 11:50-12:20 | Lunch |
| 12:20-12:35 | Story time |
| 12:35-1:00 | Theme lesson (which includes the integration of the curriculum) |
| 1:05-1:35 | Specials |
| 1:35-2:00 | Theme lesson/project |
| 2:00-2:15 | Language experience approach (newspaper) |
| 2:15-2:30 | Free time |
| 2:30 | Dismissal |

## Centers

The centers that Lisa wished to establish had to meet several criteria: 1) independent use by the children, 2) free choice by the students or teacher choice, and 3) reinforcement of individual and classroom objectives. Although initially reluctant to turn some responsibility over to the children and fearful that the children would not learn as much without her constantly working with them, she soon came to appreciate the children's working diligently at their chosen activities as they developed their literacy skills, fine motor skills, and thinking ability.

Some of the centers, such as independent reading and writing, were required, while other centers were available for free choice. The children were given a daily schedule of their required centers, with the remaining time available for student-chosen activities.

Initially Lisa tried to have every center fit her theme, but ultimately came to the realization that centers not related to her theme were valuable as long as they fulfilled her objectives. For example, hands-on exploration with mathematics manipulatives was important for the students' growth even if the investigations did not pertain to the thematic unit. Once she was comfortable with the "unrelated" centers she took one step further to help the children relate reading and writing. The students write one or more sentences each day describing what they did or created at a center of their choice.

## Curriculum Planning

Planning a curriculum was by far the most difficult and challenging of Lisa's goals. In designing her curriculum she had the following requirements. The curriculum must:

- follow New York State objectives
- be experiential, naturalistic, and language based
- allow for the integration of all academic, speech, language, occupational, and physical therapy objectives
- be achieved through themes.

Due to the nature of whole language (which is child-centered and uses the students as curricular informants), a permanent curriculum can never be established. Therefore, Lisa created a "curriculum skeleton," which became the framework for her program. This framework allowed for and indeed encouraged subsequent modifications. Keeping her curriculum requirements in mind, Lisa listed all the objectives of all the curriculum areas. As she made each list, she noted all the relationships that existed between the various curricular subjects. She then arranged those that were somewhat related. When her lists were completed, she developed themes surrounding New York State's objectives. These themes were loosely constructed to permit flexibility for both the teacher and the students to expand or modify.

At this point, Lisa joined several colleagues to brainstorm appropriate activities that could be used to teach the curriculum while still providing for the students' individual needs. As a result, Lisa organized her entire year around one major theme — Around the World — and many smaller themes that grew from the major curricular effort. This involved cultural awareness of each student's heritage and roots, a classroom visit to each country of ancestoral origin, related fairy tales, and the environment of the countries "visited." It was an exciting adventure for Lisa and her students.

**Future Travel Plans**

It would have been inappropriate to conclude this article with the heading, *The Journey's End,* for Lisa's journey is just beginning. Throughout her venture, Lisa met both with immediate success and slow progress. Some changes proved frustrating and underwent modifications. When she reflects on her progress, she smiles realistically, and states, "I am by no means finished. I realize that as long as I continue to teach, classroom, changes will continue as an ongoing process. Because as I learn, I change, and as I change, I learn."

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# Collaborating Teachers Support Network

Karen A. Giek
SETRC Consultant/Trainer
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578 Salt Point Turnpike
Poughkeepsie, NY 12601

With the addition of the Consultant Teacher to the New York State continuum of services available for children with educational disabilities (Amendment to Part 200 — Children with handicapping conditions of the Regulations of the Commissioner of Education, New York, 1989), new roles and identities for both general and special educators began to emerge. Services which were typically delivered in a setting outside of the general education classroom were now being delivered to the student directly in the classroom, or indirectly through collaboration among staff members.

While originally, the concept of consultant teacher services seemed to be reserved for only the most mildly disabled students, a current reexamination of the Least Restrictive Environment regulation has resulted in a broader application of this service. Additionally, a concept of inclusion for all students in the general education setting, (Lipsky and Gartner, 1989; Stainback & Stainback, 1990; Forest & Lusthaus, 1989) regardless of their varying abilities, is an idea which is being explored and implemented in many districts. Consequently, within a very short time, dialogue about collaborating teacher models became widespread. The redefinition and lack of clarification of our roles as educators seemed to develop overnight. Concerns and skepticism as to the feasibility for implementation of these new concepts were voiced by many.

When asked what some of the major obstacles to implementation of successful collaborative programs were, staff members of school districts in Dutchess County cited the following: lack of administrative support, insufficient training in collaborative skills, lack of quality consultation time within the framework of the school day, limited knowledge of strategies and methods to enable staff in working with diverse population of students, and a feeling isolation in a redefined role.

As a SETRC (Special Education Training and Resource Center) trainer doing workshops in all of Dutchess County's component school districts, it rapidly became apparent that the questions and concerns voiced by educators had a commonality across districts. I began to explore the idea of facilitating a way for collaborating teachers to get together through a professional network. According to Stainback and Stainback (1989), the purpose of a support team or network is to brainstorm ideas, problem solve, and to exchange ideas, problem solve, and to exchange ideas, methods and techniques. The concept of bringing together a group of staff members who were currently participating in any type of collaborative model became very exciting.

### The Network Is Formed

In the spring of 1991,I began the first step in this process which was to obtain a list of collaborating staff members from Directors of Special Education. I was amazed at the number of districts who responded that currently no staff members were participating in any collaborative models. In fact, many districts were interested in beginning the process, and asked if I might include potential practitioners in this network. The information I was gathering seemed to parallel the information obtained from the 1990 NEA/NY (New York Education Association of New York) Special Education Committee survey on Consultant Teacher Services in New York State. The committee which conducted the survey received ninety-three surveys from fifty-three districts throughout New York State. Of the number responding, only nineteen reported implementing consultant teacher services. This was a 35% implementation rate. An interesting note to this survey is that 70% of teachers responding indicated that they had no prior training before assuming the role of consultant teacher (NEA/NY/Special Education Committee, 1990). A flier was sent to every district announcing the first meeting of Collaborating Teachers. Out of fourteen districts, representatives from seven districts attended. It is interesting to note that initially only special educators attended this meeting. The cross section of teachers included elementary, middle and high school staff members. The purpose of the first meeting was to provide an opportunity for educators to meet others who were functioning in similar consultative programs. Each participant was given an opportunity to talk about his/her current position, including positive and negative experiences. At this meeting, confusion as to the regulation requirements for the Consultant Teacher Model, as well as what this model means for more inclusive education of disabled students, emerged as primary concerns. The group seemed very eager for information, and expressed a sincere desire to maintain a support network. At this time significant discussion took place as to who should be included for these meetings. It was overwhelmingly agreed that for this network to be successful, and reflect the ideas of collaboration, it was imperative that general educators become an integral part of the group.

### The Second Meeting

A second meeting took place in late spring, 1991. The focus of this meeting was discussion of the concept of inclusion, and what that means to educators. There existed a variety of interpretations as to the definition of inclusion. These viewpoints ranged from inclusion meaning education of all students 100% of the time in general education settings, to inclusion meaning increased opportunities for non-disabled and disabled peers to interact. A video was critically analyzed, and brainstorming took place as to existing barriers to this concept. It was amazing to me, as the facilitator of this group, to realize the extent of the variety of collaborative models which would be in place for different districts the following September.

It continued to be very clear at the end of this second meeting, that this professional circle should be on-going during the next school year. Over the summer I was able to obtain a more extensive list of staff members, both general and special educators, who might be interested in this network. A flier announcing the first meeting for September was distributed during the first week of school.

### The New Year Begins

The first meeting of the Collaborative Teachers Professional Network for 1991 - 1992 was recently held. The attendance was very good, and represented over 50% of the Dutchess County School Districts. Participants included general education teachers from both elementary and middle schools, consultant teachers, resource room teachers, a remedial reading teacher, and an inclusion team from a middle school. There were many new faces along with familiar members from the previous spring. The agenda for the first meeting included getting ideas for future meetings, a sharing of current job description, and an activity and discussion about Alternative Testing Techniques. Some of the special education teachers were already experiencing some barriers to the use of different testing techniques for disabled students. Some general educators struggled with the fairness issue. The best solutions to this dilemma were generated from those general educators at the meeting. A very interesting discussion resulted on differentiated grading and report cards. Several teachers commented after the meeting that they were thrilled to be walking away with some very concrete ideas.

### Focus For 1991 - 1992

During this meeting several topics were suggested for future sessions. They include: A discussion of effective strategies for working with emotionally disturbed children in the general education setting, specific strategies for working with learning disabled students, how to increase acceptance of the collaborative model, communication skills practice, panel discussions of various models, and ways to effectively increase actual collboration time within the school day. One of the most interesting suggestions involved inviting all district administrators to a meeting. The purpose of this would be to allow dialogue to take place between administrators, and to acquaint them with the existing models of collaboration in Dutchess County. Administrators currently involved with various collaborative models within their districts could become resources for those administrators beginning to explore the possibilities. The meetings will continue to be held after school. It would be virtually impossible for teachers to secure release time on a monthly basis to attend. However, some schools recognize the extension of teacher day and time by agreeing to award in-service credit for attending the meetings.

At the conclusion of this first meeting, I asked the group what, if any, benefits they felt could be realized from having a professional support network. Answers given included: the opportunity to meet other professionals involved in different models; the realization that their current position was not necessarily one of isolation; that ideas and suggestions which were shared could be taken back and immediately applied in district programs; and being provided an opportunity to participate in continuing professional development.

In a time when we are all faced with new and challenging changes in education, it is my hope that the continuation of this support network will enable professionals to feel more confident in accepting and meeting those challenges.

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## Graduate Program in Migrant/Special Education

The Special Education Program of the State University of New York at New Paltz is offering a graduate training program to train professionals to work with migrant students with disabilities and their families. The program is tuition-free and includes a yearly stipend. Students will obtain a Master's degree in Special Education with a concentration in migrant education and be eligible for New York State Certification in Special Education. Priority will be given to individuals from migrant backgrounds and individuals with experience working with migrant individuals. Individuals interested in the program should contact:

Dr. Catharine R. Whittaker
Room 112, Old Main Building
SUNY at New Paltz
New Paltz, NY 12561
(914) 257-2843 or 2896

# Teacher Corner

## *Making A Difference At Wingate High School*

Vivian Nespoli Koppelman

Wingate is changing. The halls are now filled with eager students who speak patois, Haitian creole, and black English on their way to class. Gospel music fills the auditorium. Enthusiastic teachers can be heard throughout the halls discussing, laughing and teaching.

Why has Wingate changed? What has it changed from?

George Wingate High School is located in the Flatbush section of Brooklyn. The student population is middle-class; some of the students are at risk. They drop out from school, have problems with drugs and carry weapons. Despite several well known hospitals in the area, the surrounding streets still hold frightening prospects for Wingate students.

There are many problems that face our students within the school walls as well. There are overcrowded classrooms, hallways and lunchrooms; there are threats from other students, some drugs, fights and some academic mediocrity. Some of the students are from families who have lived in the area for some time, others have recently moved into the area from the Caribbean Islands and will attend Wingate only for a short while.

The teachers who come to Wingate have had the commitment to return every day year after year. Everyday they deal with more paper work than is necessary. These educators face students who need structure and patience. Further, they must meet the needs of a student body that comes unprepared for urban life. Yet these teachers do it all over again every day. The reason for this is simple — they care. Wingate staff members are dedicated and loyal to their students. They have adapted a Learning Styles classroom that have changed the academic atmosphere at Wingate.

When I first came to Wingate, I was assigned as an educational evaluator. I became aware of the problems of parents, students and teachers. Many students that I tested had severe academic deficits and I wanted to help those students. I accepted an opportunity to teach resource room the next year. At the same time, I decided to pursue a doctorate at St. John's University, where Dr. Rita Dunn was my professor. She had demonstrated her learning style techniques and research at Wingate several years before I had arrived. Her research had shown that students could achieve at a higher rate if they were taught through their learning style "strengths" (Dunn, 1984).

Some of the elements of learning style are: perceptual, which includes remembering by listening, seeing, touching, or physical experience; sound; time of day; intake (need for food); and amount of light. Some students need to sit in a formal design like the conventional classroom, while others need to have an informal design, like sitting on sofas, or a rugs and pillows. Some need cool temperatures, others like it warm. Some of these elements are necessary for all students to learn new and difficult material (Carbo, Dunn, & Dunn, 1986).

As a recipient of a grant from the New York City Teacher Centers Consortium Mini-Grant Program, I was able to provide some of these elements by making tactful materials for my students. One of the tactual materials I made was a flip chute. I used the flip chute to teach vocabulary and as a reinforcement for vocabulary from a subject area like science or social studies.

My students were 9th and 10th graders ranging in age from 15 to 17 years of age. The reason for their placement in resource room was because they were learning disabled and reading on 4th and 5th grade levels. Their backgrounds included low-income single parent (or guardian) families. Some had never been in school in the U.S. Most had difficulty surviving the school year.

My students were excited when I first presented the flip chute. They asked if they could make one for themselves. They were even more surprised and proud when their vocabulary test scores went from the 60's to the 90's. Some of my fellow teachers were also excited about the flip chute, so I taught several of them how to make and use them. One teacher, who had his ESL classes make them, felt that it helped his students learn unfamiliar words. We both knew that our experiment had worked; our students benefitted.

We haven't solved all our problems, but in an growing atmosphere of teacher creativity, new learning experiments and more disciplined student behavior, we have changed and we will continue to change. I have been proud to be able to take an active part in changing this school. I like making a difference. What continues to surprise me is that I taught for so many years, observed students who rarely sat still and remembered information, and never realized that such youngsters could learn through a hands-on approach using tactual resources. I certainly hadn't understood how manipulatives could be appropriate for at-risk high school students or that grades would improve immediately after making and using such resources.

At-risk students deserve the opportunity to increase their potential. I believe that the material presented here can do just that. Here's how to make a flip-chute:

You'll need the following materials to make a flip chute: a clean ½ gallon milk or juice carton, 12" ruler, exacto knife, scissors and masking tape.

Follow these steps:

1. Pull open the top of the carton.
2. Cut the side folds of the top portion down to the top of container (Figure 1).
3. On the front edge, measure down 1½" and 2½". Draw lines across the container. Remove this

# PROPOSAL COVER SHEET

If you wish to make a presentation at the 1992 Convention in Albany, **this cover sheet should be completed and returned with a 150-200 word abstract to:**

Deborah Chicorelli
RD #1, Box 534
Oneonta, NY 13820
(607) 432-4909 (home)     (607) 433-8262 (work)

The deadline for proposals is **February 15, 1992.** You will be notified by May 1, 1992 if your proposal has been accepted.

**November 6 & 7, 1992**
**Marriott**
**Wolf Road**
**Albany, New York**

1. Title of Presentation: ______________________________

______________________________

2. Session Leader's Name: ______________________________

Title: ______________________________

Affiliation/Agency: ______________________________

Address (work): ______________________________ (home): ______________________________

______________________________ ______________________________

______________________________ ______________________________

Phone (work): ______________________________ (home): ______________________________

3. Please list co-presenters on an attached sheet. Include names, titles, affiliations, addresses, and phone numbers.

4. Intended Audience: ______________________________

5. Summary for Conference Program: In 35 words or less describe the content of your session. (Summaries longer than 35 words will be edited.) ______________________________

______________________________

______________________________

______________________________

6. Length of Session: *(check one)*

__________ ½ hour     __________ 1 Hour     __________ 1½ hours

7. Would you be willing to be part of a panel addressing this topic?

__________ yes     __________ no

# Professional News

**11/24-25.** Teaching, Learning, and Technology: The MacIntosh Computer as a Tool for People with Learning Disabilities. Litchfield, CT. (Contact Diane Lucarelli at 203/567-8712).

**1/9-11.** Council of Administrators of Special Education. San Diego. (Contact Jo Thomason at 505/243-7622).

**1/9-11.** Technology and Media (TAM) Conference. Alburquerque, New Mexico. (Contact Cindy Okolo at 302/451-8695).

**1/12-14.** CEC-MR. Honolulu. (Contact Dana Anderson at 404/546-6132 by December 15 for specially priced airline and room rates).

**1/16-18.** Technology and Reading/Learning Difficulties. San Franciso. (Contact Diane Frost at 1-800/255-2218).

**1/21-25.** Association of Private Schools for Exceptional Children. Sanibel Island, FL (Contact Mara Scatena at 202/408-3338).

**2/14-16.** National Association for Multicultural Education. Orlando, FL (Contact Alfread Mouton at 318/475-5131).

**2/27-29.** Midwest Symposium for Leadership in Behavior Disorders. Kansas City, MO. (Call 913/492-2546).

**3/4-7.** Learning Disabilities Association. Atlanta. (Contact Jean Peterson at 412/341-1515).

**3/12-13.** Gifted Education: Learning Centers. Ann Arbor, MI. (Contact Bounchuey Orense at 213/489-7470).

**4/2-3.** Council for Learning Disabilities. Ft. Lauderdale. (Contact Diane Rivera at 407/367-3280).

**4/13-17.** Council for Exceptional Children. Baltimore, MD. (Contact Meetings Assistant at 703/264-9450).

**5/3-7.** Administration and Supervision of Special Education. Virginia Beach. (Contact Phillip Jones at 703/231-5925).

**5/6-8.** New England Educational Research Association. Portsmouth, NH (Contact Beverly Farrucci at 603/358-2506).

**5/14-15.** Independent Study for the Gifted Institute. Pittsburgh.(Contact Bounchuey Orense at 213/489-7470).

**Professional Opportunities**

The Department of Special Education at Hunter College in New York City has received a Federal grant to train teachers-educational evaluators (graduate level) of black students. Tuition-free study is possible. Contact Dr. Marsha Smith-Lewis at (212) 772-4701 for more information.

The Expert Witness Project at CCBD is seeking individuals with expertise in areas regarding students with emotional/behaviorial disorders to serve as consultants. This list will be made available to advocates representing these pupils and their interests in court and at hearings. Applicants must be members of the Council for Children with Behavior Disorders. Contact Dr. Thomas McIntyre, Dept. of Special Education, Hunter College, 695 Park Avenue, New York, NY 10021. (212) 772-4770.

**New CEC Division**

The Division for Culturally and Linguistically Diverse Exceptional Learners (DDEL) is the newest division of CEC. Those wishing to join should write or contact the division at CEC Headquarters, 1920 Association Drive, Reston, VA 22091.

The Newsletter of DDEL is seeking information and news items of interest to its members. Send material to Dr. Shernez Garcia, DDEL News, Dept. of Special Education, ECB 306, The University of Texas, Austin, TX 78712. (512) 471-6244.

**New York - Technology and Media Division**

New York TAM is interested in having you as a member. For information contact Dr. Sharon Cramer, 800 W. Ferry St., Apt. 3A, Buffalo, NY 14222. (716) 885-4020.

# The Forum Editor Search

The Publications Committee of NYS-CEC is seeking individuals to fill the position of editor and managing editor of *The Forum* beginning June, 1992. The qualifications for *The Forum* Editor include:

1. Experience as a special educator.
2. Ability to work with the Executive Committee by attending committee meetings and seeking advice on issues regarding *The Forum*.
3. Access to necessary support personnel and equipment (secretarial assistance and computer).
4. Ability to edit manuscripts and offer constructive feedback to authors.
5. Ability to solicit quality manuscripts.
6. Ability to communicate with the publisher, executive secretary and editorial advisory board.
7. Ability to meet appropriate deadlines and encourage others to do so.
8. Familiarity with the governmental structure of NYS-CEC.

The editor, according to the NYS-CEC Constitution, must fulfill the following responsibilities:

1. Be responsible for all organization, development, professional content, and publication of each issue of *The Forum*.
2. Provide the President *and the Publications, Government and Legislative Committee* with a written report of the status of *The Forum*, relative to the financial cost of publishing the previous issue and the professional content of the next issue *in June and December of each year*.
3. *Recommend* an editorial policy which outlines the internal structure of each issue of *The Forum* and the requirements for the submission of any professional article or information by a member of the New York Federation or professional interested in the education and general welfare of exceptional children.
4. Adopt specific guidelines for the organization and publication of *The Forum*.

5. *Publish The Forum four times during each administrative year, July 1 - June 30, during the Fall, Winter, Spring, and Summer.*
6. *Appoint a person to serve as Managing Editor of The Forum and meet responsibilities as follows:*
    a. Be responsible for securing all advertising space for each issue of *The Forum*.
    b. Outline advertising goals and strategies for each issue of *The Forum,* such that the total advertising space secured for each issues exceeds ten percent of the total cost of publication.
    c. Establish an advertising policy which outlines the requirements for all advertising, including a fee structure. This shall be submitted to the Editor for review and approval.
    d. Serve as a member of the publication subcommittee.
    e. In June and December of each year, provide the Editor with a report of the status of *The Forum,* relative to the amount of advertising space sold in the previous issues.

Persons interested in applying for the position of editor should send a letter of intent to the chair of the Publications Committee, Dr. Dianne Berkell. The letter should outline his or her ability to fulfill the qualifications listed. In addition, each applicant must include a professional resume. Applications should be sent to: Dr. Dianne Berkell, President NYS-CEC, 39 Cherry Lane, Syosset, New York 11791.

## *Where Would You Like To Attend A State CEC Convention??*

The executive board of NYS-CEC would like your comments and suggestions on possible sites for future state conventions.

Would you like the convention to be held in the same place every year? If so, where?

Would you like the convention to alternate between two locations? For example, Buffalo one year, Long Island the next and so on.

Would you like the convention to be in a different place each year?

Where would you be most apt to attend a convention?

Do you have any other suggestions on how we can make conventions more successful?

Please send your comments to Deborah Chicorelli, R.D. #1, Box 534, Oneonta, NY 13820.

Thanks!!

# 1992 - 1993
# Call For Nominations New York State Federation Council For Exceptional Children

You have an opportunity to become more active in your federation! Nominations are in order for the following New York State CEC positions:

### Statewide Positions

1. **Vice President** 1992 - 1993
   assumes office of President-Elect 1993-1994
   assumes office of President 1994-1995
   assumes office of Past President 1995-1996

2. **Secretary** — a three year position (1992 - 1995). Secretary is a member of the Executive Committee, and attends the four annual meetings of the Committee. The Secretary is responsible for keeping the minutes of the proceedings of the meeting, and serves as Chair of the Nominations, Elections, and Awards Committee.

### Regional Representatives

Regional Representatives complete a three year term (1992-1995).

1. **Syracuse Region:** (Jefferson, Lewis, Herkimer, Oswego, Oneida, Cayuga, Onondaga, Madison, Tompkins, Tioga, Broome, Cortland, Chenango, Otsego, Delaware)
2. **New York Region 3:** Queens and Brooklyn

### Qualifications

A member is eligible for election to office if

1. a regular member of CEC for at least **two years** (or a life member):
2. agrees to serve;
3. a member in good standing at the time of nomination and election:
4. remains a member in good standing throughout the duration of the term of office.

The deadline for receiving nominations is **January 15, 1992.** Please forward all nominations to:

Dr. Horace Mann
Past President, NYCEC
SUNY College at Buffalo
1300 Elmwood Avenue, KH 204
Buffalo, NY 14222

# Join In Legislative Action

Are you interested in becoming involved in the legislative activities of CEC? We need your involvement. Information sharing and resulting action are the keys in making an impact in Albany and Washington.

Would you like to be on the mailing list for CEC legislative mailings? As part of the mailing list you will receive on a regular basis the following:

- International CEC Legislative Alerts
- State-level Legislative Alerts
- Invitations to regularly scheduled legislative meetings
- Input into federal and state legislative platforms
- Notice of hearings
- Update on Activities of the State Board of Regents

In turn, I ask that you receive the mailings you then immediately copy and disseminate the information to at least 10 other individuals that you know.

I hope you will join with us in becoming involved in legislative activities. Please fill out the form below if you wish to be on the mailing list and return to me. Return to:

Larry Banco
788 Columbus Avenue,
New York, NY 10025.

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Name ________________________________________

Address ________________________________________
*Street* *City* *State* *Zip*

Phone: Office __________________ Home __________________

________ Yes, Please put me on the CEC Legislative Mailing List. I agree to disseminate the information I get to at least 10 other persons.

Return this form to:

Larry Banco
CEC Govt. Relations Chair
788 Columbus Avenue
New York, NY 10025

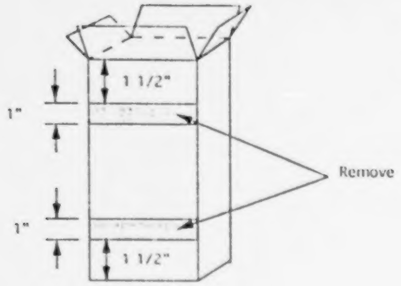

Figure 1. Steps 2, 3 & 4

space.

4. On the same side, mark up from the bottom 1½" and 2½". Draw lines across the container. Remove this space.
5. Using 5" X 8" index cards, cut one to 6½" X 3½".
6. With a second index card, measure and cut to 7½" X 3½".
7. Fold down ½" at *both* ends of the smaller strip. Fold down ½" at *one* end of the longer strip (Figure 2).

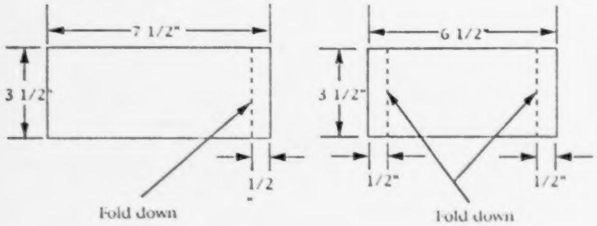

Figure 2. Steps 5, 6 & 7

8. Insert the smaller strip into the bottom opening with the folded edge resting on the upper portion of the bottom opening. Attach with masking tape (Figure 3).
9. Bring the upper part of the smaller strip out through the upper opening with the folded part going down over the center section of the carton. Attach with masking tape.

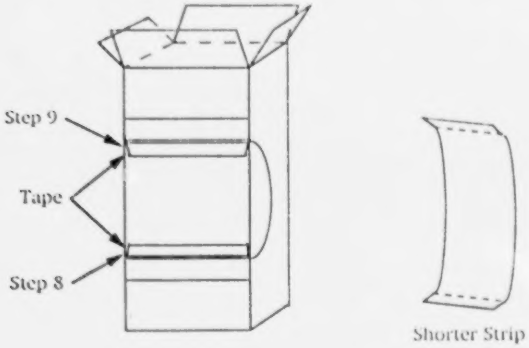

Figure 3. Steps 8 & 9

10. Working with the longer strip, one end is folded down and the other end is unfolded. With the fold pointing down, insert the unfolded end of the longer strip into the bottom opening of the container. Be sure the strip goes up along the back of the container. Push it into the container until the folded part rests on the bottom part of the container. Attach with masking tape (Figure 4).

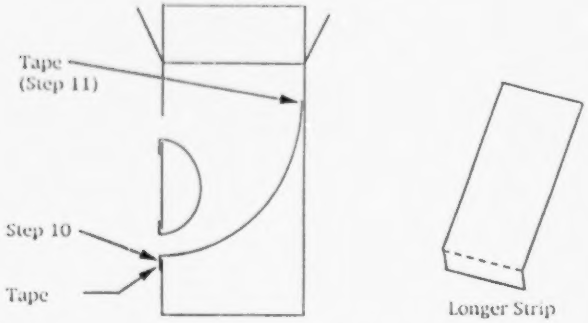

Figure 4. Side View, Steps 10 & 11

11. Attach the upper edge of the longer strip to the back of the container creating a slide. Secure with masking tape (Figure 5).

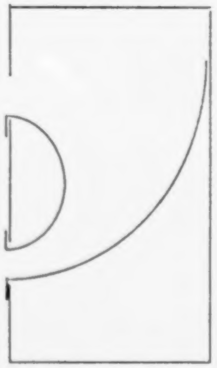

Figure 5. Side View, Finished Flip Chute

12. Fold down the top flaps of the container and tape in place, forming a rectangular box.
13. Use 3 X 5 index cards cut in half. Write the question on one side and the answer on the flip side.

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Carbo, M., Dunn, R., Dunn, K. (1986) *Teaching students to read through their individual learning styles.* Englewood Cliffs, NJ: Prentice-Hall.

# The Use of Cooperative Learning By Teachers In More Restrictive Special Education Settings

Lorraine S. Taylor
Associate Professor
Robert M. Stefanisko
Kristin M. Peck
Marcia Schlissel
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Cooperative learning is a teaching strategy which structures lessons to foster appropriate group interaction and social skills with the ultimate goal of academic achievement. As a methodology, cooperative learning has been embraced by teachers in a variety of settings from regular to special education (Johnson & Johnson, 1989b; Johnson, Johnson & Maruyama, 1983; McCabe & Rhoades, 1988; Putnam, Rynders, Johnson & Johnson, 1989; Sharan, 1980; Slavin, Stevens & Madden, 1988; Taymans, 1989).

Johnson, Johnson, & Holubec (1990) define cooperative learning as the instructional use of small groups so that students work together to maximize their own and each other's learning. The essential components are positive interdependence, face-to-face promotive interaction, individual accountability, interpersonal and small group skills, and group processing.

Positive interdependence exists when the students perceive that they "sink or swim together." The responsibilities of each student are to learn the assigned material and ensure that all members of their group learn it. This leads to the realization that they must coordinate their and their groupmates' efforts to complete a task.

Face-to-face promotive interaction is the notion that students must promote and encouarge each other to learn and succeed. While group work and cooperation are important to cooperative learning, individual accountability is also essential. To encourage this component, the performance of each student is assessed by the teacher. The results are then given back to the group and the individual. This helps the group to know who needs more assistance, support, and encouragement, while assuring that no student can get a "free-ride."

When working in the small groups of a cooperative classroom, interpersonal and small group skills are needed. These skills must be taught by the teacher in order for high quality functioning to exist. The students must get to know and trust one another, communicate accurately and unambiguously, accept and support each other, and resolve conflicts constructively.

The final component is group processing. As directed by the teacher, the groups must express feedback on which member's actions were helpful or unhelpful, and decide about actions to continue or change. This component encourages better functioning and performance of the groups in the future (Johnson & Johnson, 1989a, 1989b; Johnson et al., 1990).

Cooperative learning has great potential for use in helping handicapped students mainstream into regular classrooms. McCabe and Rhodes (1988) maintains that cooperative approaches can be used with any age group and in any curriculum area. Because there is an emphasis on social skills as well as academic, it is also effective in mainstreaming handicapped students into the regular education program.

Several studies have demonstrated that the use of cooperative learning has enhanced the integration of students with special needs with other students (Putman et al., 1989; Slavin et al., 1988; Taymans, 1989). A study using the Cooperative Integrated Reading and Composition (CIRC) model to teach reading, writing, and language arts (Slavin et al., 1988) demonatrated that cooperative learning techniques enhanced student performance for handicapped and nonhandicapped students in the same classroom, especially in reading comprehension. In addition, when cooperative learning was combined with direct instruction, the performance of the students increased even further.

Taymans (1989) asserts that mainstreamed, learning disabled students who have difficulty keeping pace with their peers in terms of achievement are generally at risk of eventually dropping out of school due to a lack of academic and social success. Cooperative learning provides interventions that enable learning disabled students to reach a higher success rate in academic, social and vocational areas. When students become invested in each others' learning and dependent upon one another, they feel a greater acceptance from their peers and are less frustrated by academic failures. Because all groupmates are concerned with achieving a common outcome, each student has a fair chance to succeed. In the case of a learning disabled, mainstreamed student, his/her self-esteem often improves. In addition, other group members are encouraged to be more accepting and tolerant of individual differences.

Research has demonstrated that cooperative learning experiences stimulate handicapped students' performances in academic activities and in school related social situations (Johnson et al., 1983; Johnson et al., 1986; Madden & Slavin, 1983; Putnam et al., 1989; Sharan, 1980; Slavin et al., 1988). Another important outcome of this research is that the nonhandicapped student's performance was enriched as well. Slavin et al. (1988) explain that this has valuable implications for the mainstreaming of handicapped students in regular education. They believe that from the perspective of special and remedial education, the fact that nonhandicapped students are benefiting from cooperative learning is more likely to encourage regular education teachers to incorporate this strategy into their classrooms. Thus, this will help mainstreaming achieve its full potential.

Positive outcomes resulting from the use of cooperative learning have also been noted for racially/ethnically mixed students (Slavin & Oickle, 1981). In this research, a consistent gap in achievement levels between African-American and Caucasian students was noted. The 1981 study of 230 racially mixed students found that after using heterogeneous cooperative learning groups, African-American students achieved greater academic strides than their Caucasian counterparts. The authors of this study attribute these outcomes to attitudinal differences among the students. They believe that African-American students, while holding fewer stereotypes about Caucasians, are "cooperatively predisposed," and Caucasian students, who have more stereotypes about their ethnically diverse peers, are "competitively predisposed." Whatever the attitudes, the authors found that once both groups of students became more accepting of differences, understanding became the precursor of cooperation. This, in turn, facilitated learning, achievement, and successful completion of tasks, while building a foundation of mutual respect among students.

Research attests to the effectiveness of cooperative learning in public schools with a variety of populations, and with mainstreamed, mildly handicapped students in less restrictive settings. However, there has been comparatively little research to indicate the use of cooperative learning among special education teachers in more restrictive settings (Putnam et al., 1989). Therefore, the present study investigates the extent to which special education teachers at Board of Cooperative Education Services (BOCES) facilities and at schools serving residential care facilities in the seven counties of the Mid-Hudson region of New York, are using cooperative learning strategies in their classrooms. Putnam et al. (1989) demonstrated in their study with children classified as mentally retarded with an I.Q. range of 35-52 that it is possible to enhance positive interactive behaviors using cooperative learning when direct instruction in collaborative skills is provided by the teacher.

## Method

### Subjects

All special education teachers at the Board of Cooperative Education Services (BOCES) facilities and schools serving residential care facilities within the Mid-Hudson Valley (consisting of the counties of Dutchess, Orange, Putnam, Rockland, Sullivan, Ulster, and Westchester) of New York were included. BOCES and schools serving residential care facilities were chosen because of the researchers' interest in the extent to which cooperative learning is being used in more restrictive special education settings. The Mid-Hudson Valley was chosen because it is the major geographic region in the area where the research could be conducted. Also, because of the relatively small numbers of teachers included in the above description, the entire population of 594 teachers was surveyed.

### Procedures

Initial contact was made by telephone with each facility's building principal, or other referred administrative personnel. This contact was used to introduce the study, answer any questions, elicit participation, and identify the number of special education teachers at the setting. A packet of surveys with cover letters was sent or delivered to the contact person for distribution and collection. A cover letter explaining the administration procedures and encouraging the participation of the administrator, as well as an extra survey for review, was included. For several of the schools, an intermediate step of getting approval from the director of special education or director of education was necessary. This was done through a separate cover letter and survey for review. After seven days, the researchers contacted the schools to confirm the delivery of the packet and to request the number of returned surveys. In several circumstances, where initial responses rates were low, followup reminders for the teachers were mailed to encourage additional responses. After two weeks, surveys were collected by individual visitations or the completed surveys were mailed to the researchers.

### Instrument

The instrument was a survey of 17 items to be completed by all special education teachers asked to participate in the study. It included a definition of cooperative learning, questions about relevant demographic information, and sections regarding the use of cooperative learning. A pilot version of the survey was tested with 10 special education teachers to validate and gain feedback before the final instrument was completed.

## Results

A total of 283 of the 594 surveys distributed were returned for a response rate of 47.64%. For each survey question, the percentage of respondents in each subcategory was calculated.

Table 1 presents the typical survey respondent as female (75%), 33-43 years of age (41%), with 1-10 years of teaching experience (54%) and a master's degree or higher education (78%). Most of the teachers had special education certification (85.8%) and taught emotionally disturbed (53%) and/or learning disabled (43%) students in a self-contained classroom (69.9%) with an option 2 (1:12:1) or option 3 (1:6:1) designation (see Table 2).

Of the teachers who responded to the survey, 61.1% reported current use of cooperative learning. There was a close distribution of females (62.7%) and males (57.1%) who reported the use of this teaching technique. A majority of the teachers had been using cooperative learning for over 5 years (33.5%); 15.6% had used it for 2-3 years and 14.5% for 3-5 years. Most of the teachers (52%) reported that the technique was self-taught with the next highest group indicating their training was through college courses.

## Table 1

**Characteristics of teachers**

| Characteristic | Frequency | Percent |
|---|---|---|
| Sex | | |
| Male | 70 | 25.0 |
| Female | 213 | 75.0 |
| Age | | |
| 22-32 | 92 | 32.5 |
| 33-43 | 116 | 41.0 |
| 44-54 | 60 | 21.2 |
| over 55 | 13 | 4.6 |
| no response | 2 | 0.7 |
| Years of teaching | | |
| 1-5 | 76 | 26.9 |
| 6-10 | 76 | 26.9 |
| 11-15 | 59 | 20.8 |
| 16-20 | 33 | 11.7 |
| 21-25 | 21 | 7.4 |
| over 25 | 16 | 5.6 |
| no response | 2 | 0.7 |
| Education | | |
| BA/BS | 62 | 21.9 |
| MA/MS | 115 | 40.6 |
| credits above MA/MS | 106 | 37.5 |
| Certification areas [a] | | |
| special education | 243 | 85.8 |
| content areas | 50 | unavailable |

[a] Teachers made more than one choice

## Table 2

**Student and classroom characteristics**

| Characteristic | Frequency | Percent |
|---|---|---|
| Disability classification [a] | | |
| MR | 80 | 28.2 |
| ED | 149 | 53.0 |
| LD | 122 | 43.4 |
| Other | 75 | 26.6 |
| Student grade level [a] | | |
| K-3 | 120 | 42.4 |
| 4-6 | 67 | 23.7 |
| 7-9 | 103 | 36.4 |
| 10-12 | 74 | 26.1 |
| ungraded | 14 | 4.9 |
| No response | 5 | 1.7 |
| Classroom setting [a] | | |
| self-contained | 198 | 69.96 |
| departmental | 61 | 21.55 |
| Other | 27 | 9.54 |
| Classroom option [a] | | |
| Option 1 (1:12) | 26 | 9.02 |
| Option 2 (1:12:1) | 108 | 37.5 |
| Option 3 (1:6:1) | 110 | 31.56 |
| Option 4 (1:6 and 3:1) | 18 | 6.25 |
| Other | 26 | 9.027 |

[a] Teachers made more than one choice.

Curriculum areas in which cooperative learning was used included all those listed in the questionnaire. Only in the areas of English and "other" the use of cooperative learning was relatively low. Language arts, math, social studies, science and reading ranged from 46.8% to 49.7%. Please see Table 3 for additional information.

One hundred and ten teachers (38.9%) were not currently using cooperative learning. The majority of these teachers indicated that they were familiar with cooperative learnaing (72.7%) and 45.4% of those had previously used it. Some teachers commented on the reasons for discontinued use. The most frequent comment indicated that the technique was inappropriate for particular populations of students such as very young children and those with severe/profound levels of disability. Children with low levels of cognitive functioning and behavioral difficulties also precluded the use of cooperative learning.

Tables 4, 5, and 6, show a comparison of some of the demographic responses between the teachers who reported current use of cooperative learning and those who reported they did not currently use it. Table 4 shows teachers currently using or not currently using cooperative learning by years of teaching experience.

It appears that distribution of years of experience is very similar among the two groups of teachers with slight differences in the numbers with 6-10 and 11-15 years of experience. The highest numbers of teachers currently using cooperative learning fall into the groups with 1-5 years of experience. Of the teachers currently using cooperative learning, 78.7% have the M.A./M.S. degree or the M.A./M.S. degree and additional credits; 76.4% of the teachers who are not using cooperative learning show those characteristics. See Table 5.

Table 6 represents the percent of teachers currently using and not currently using cooperative learning by classroom option.

The distribution of classroom options in the 2 groups of teachers show an important difference in the number of teachers with option 4 classrooms. Of those teachers who are not currently using cooperative learning 9.1% had option 4 classes. In the group currently using cooperative learning only 2.9% have option 4. Option 2 and 3 classes were similar in number for the 2 groups.

### Discussion

The purpose of this research was to investigate the use of cooperative learning by special education teachers at BOCES and residential facilities in the Mid-Hudson Valley of New York State. The review of literature indicated a lack of research regarding cooperative learning in more restrictive special educa-

## Table 3

**Use of cooperative learning**

| Characteristic | Frequency | Percent |
|---|---|---|
| Currently using cooperative learning | | |
| Yes | 173 | 61.1 |
| No | 110 | 38.9 |
| Length of time in use | | |
| less than 1 year | 20 | 11.6 |
| 1-2 years | 33 | 19.1 |
| 2-3 years | 27 | 15.6 |
| 3-5 years | 25 | 14.5 |
| over 5 years | 58 | 33.5 |
| No response | 10 | 5.7 |
| Type of training received[a] | | |
| workshops | 66 | 38.1 |
| conferences | 44 | 25.4 |
| college courses | 80 | 46.2 |
| self-taught | 90 | 52.02 |
| in-service | 25 | 14.4 |
| Other | 7 | 4 |
| Content areas where cooperative learning is used[a] | | |
| Language arts | 86 | 49.7 |
| Math | 92 | 53.1 |
| social studies | 86 | 49.7 |
| science | 84 | 48.5 |
| reading | 81 | 46.8 |
| English | 40 | 23.1 |
| other | 54 | 31.2 |
| Classification of students in cooperative learning[b] | | |
| mentally retarded | 53 | 30.6 |
| emotionally disturbed | 127 | 73.4 |
| learning disabled | 98 | 56.6 |
| multiply handicapped | 38 | 21.9 |
| orthopedically impaired | 9 | 5.2 |
| other health impaired | 12 | 6.9 |
| deaf | 5 | 2.8 |
| deaf/blind | 1 | .05 |
| hard of hearing | 1 | .05 |
| speech impaired | 16 | 9.2 |
| visually handicapped | 6 | 4.1 |
| Familiarity with cooperative learning[b] | | |
| Yes | 80 | 72.7 |
| No | 29 | 26.3 |
| Previously used cooperative learning[b] | | |
| Yes | 50 | 45.4 |
| No | 56 | 50.6 |

[a] Teachers made more than one choice

[b] Only those teachers who are *not* currently using cooperative learning

tion settings. The results of this research suggest that a majority of the teachers in these more restrictive settings are using cooperative learning. Specifically, 61.1% of the teachers surveyed indicated current use of cooperative learning and 33.5% had used it for over five years. Equally important are the results that show fairly even distribution of the subjects within which cooperative learning is used. Math, language arts, social studies, science, and reading were all scored similarly, while only English and "other" indicated less use of cooperative learning.

The handicapping condition of the students whose teachers reported use of cooperative learning was predominantly emotionally disturbed (73.4%) and learning disabled (56.6%). It is encouraging to find such a large percentage of emotionally handicapped students receiving exposure to this teaching strategy. An important aspect of emotional disturbance is the child's inability to develop appropriate interpersonal relationship with peers. Cooperative learning addresses this issue directly, and offers much promise in positively impacting this problem (Johnson et al., 1983; Putnam et al., 1989).

In comparing teachers who used it with those who did not, interesting findings emerged. Years of teaching experience, for example, did not clearly differentiate the two groups of teachers. The majority of teachers in both groups had taught from 1-15 years. When levels of education were compared, the majority of teachers in both groups had received the M.A./M.S. degree although the teachers with M.A./M.S. and additional credits who were using cooperative learning was greater than those who were not. The use of cooperative learning appeared to increase as educational level increased. These results suggest that teachers receiving credits beyond a M.A. or M.S. degree may have greater exposure to such techniques or have greater motivation to try a variety of teaching strategies. However, the nature of this relationship is not clear. For example, the type of classroom is also an important factor in the choice.

Important differences in the type of classrooms were found. In New York State 4 options are available for self-contained classes. Ratios of teachers to students differ among the 4 options: option 1 includes 1 teacher, 12 students (1:12); option 2 provides 1 teacher, 12 students and 1 aide (1:12:1); option 3 includes 1 teacher, 6 students, and 1 aide (1:6:1); and option 4, with the highest ratio of teacher to students, includes 1 teacher, 6 students and additional adults to give a ratio of 1:3. The ratio of teachers to students increases as the management needs of students become more intense. Among teachers using cooperative learning option 3 classrooms were higher in number than the non-users. The difference in option 4 classrooms for non-users was three times that of teachers who were using cooperative learning strategies. Therefore, the non-users generally had more classes

### Table 4

**Comparison of teachers currently using and not using cooperative learning by years of teaching experience.**

| Years of Teaching | Currently in Use | | Not in Current Use | |
|---|---|---|---|---|
| Experience | Frequency | Percent | Frequency | Percent |
| 1-5 | 46 | 28 | 28 | 26.4 |
| 6-10 | 39 | 24 | 37 | 34.9 |
| 11-15 | 42 | 26 | 16 | 15.1 |
| 16-20 | 15 | 9 | 10 | 9.4 |
| 21-25 | 12 | 7 | 9 | 8.5 |
| 25 + | 10 | 6 | 6 | 5.7 |

### Table 5

**Comparison of teachers currently using and not using cooperative learning by education level.**

| Education level | Currently in Use | | Not in Current Use | |
|---|---|---|---|---|
| | Frequency | Percent | Frequency | Percent |
| B.A. | 36 | 20.8 | 26 | 23.6 |
| M.A./M.S. | 61 | 35.3 | 52 | 47.3 |
| M.A./M.S. + additional credits | 75 | 43.4 | 32 | 29.1 |

### Table 6

**Comparison of teachers currently using and not using cooperative learning by classroom option.**

| Classroom Option | Currently in Use | | Not in Current Use | |
|---|---|---|---|---|
| | Frequency | Percent | Frequency | Percent |
| Option 1 (1:12) | 12 | 7.9 | 7 | 7.1 |
| Option 2 (1:12:1) | 65 | 42.8 | 32 | 32.3 |
| Option 3 (1:6:1) | 54 | 35.5 | 41 | 41.4 |
| Option 4 (1:6 & 3:1) | 5 | 2.9 | 10 | 9.1 |
| Other | 16 | 10.5 | 9 | 9.1 |

in which students' management needs were more intense. This findings supports the comments made by some teachers who were not using cooperative learning and suggests that it is more difficult to use that approach for students with more intense needs.

Johnson, Johnson & Holubec (1990) describe cooperative learning as a highly structured and carefully planned teaching strategy usually requiring much practice and training to use it effectively. It is for this reason that the 52% of those teachers currently using cooperative learning who were self-taught raises the concern that perhaps some of the teachers may in fact be using a form of cooperative learning which differs from that defined by Johnson, Johnson & Holubec (1990). Additional clarification is needed in future research.

This study investigated the extent to which cooperative learning was used in more restrictive special education settings. Further research is needed to clarify the elements of cooperative learning in current use and the impact of cooperative learning on the students in these settings. Cooperative learning has been highly successful in less restrictive settings, with mainstreamed special education students. There is a need to extend this body of knowledge to more restrictive settings, particularly to those settings which serve emotionally disturbed/behaviorally disordered students since improvement in peer relationships is most essential for these students.

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# Literature Review

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Rothstein, L.F. (1990). *Special education law.* White Plains, NY: Longman.

*Special Education Law* is an excellent reference for all educators as well as administrative personnel in the schools. It covers the wide range of issues dealt with by the courts both immediately preceding and since the passage of Public Law 94-142, Education for All Handicapped Children Act (EHA). The book serves as a quick guide to the judicial interpretations of the law, and would be useful to policy makers in that context as well.

The first five chapters cover, in general terms, section 504 of the Rehabilitation Act and EHA. These are effectively placed in a historical perspective, which enables the reader to develop a picture of the social and political climate of the times which affected the specific provisions of the law.

Chapters 6 through 19 discuss specific issues addressed by the courts subsequent to the passage of EHA. Each issue is discussed in terms of the court case(s) which dealt with it, a brief summary of the discussion in court, and concluding statements. Rothstein also provides references to related cases. Each chapter is followed by a list of discussion, should the book be used as a text. Chapter 20 briefly mentions issues which may be controversial in the future, as the effects of budget cuts and the changing political climate begin to be felt.

While a valuable source of information on legal aspects of the law, the book has two major shortcomings. One is the narrow focus on the judicial decisions relative to the EHA, which are sometimes discussed in isolation from the legislative policy. While EHA is summarized in an Appendix, specific statements or discussions of legislative intent are seldom included in the sections following court case summaries. The activities of federal agencies, such as Office of Special Education and Rehabilitative Services, or advocacy groups, such as Council for Exceptional Children and Association for Retarded Citizens, are conspicuous by their absence, though each has had effects on legal decision making in special education.

A second shortcoming is the fact that only EHA is included in the discussion. Subsequent amendments such as the early childhood education provisions, or the individuals with disabilities amendments are not addressed, though the publication date of the book succeeds them.

Of particular interest to special education professionals and advocates are the issues brought out in chapters 6 through 19. The first of these is assessment

(Chapter 6). Types of assessment required are described, along with cases dealing with informed consent, payment, non-discriminatory evaluation, re-evaluation, and minimum competency testing. Rothstein does not mention the variation among the different states in terms of eligibility criteria, which affects the number and type of student served. However, as mentioned earlier, only judicially decided issues are brought to attention.

In the discussion on appropriate education (Chapter 7), the focus is on the implications of *Rowley* and *Alamo* for deciding "who knows best". The change in tone of judicial statements from that of providing maximum services to subsequent restrictions is an important one to note.

Mainstreaming and integration (Chapter 8) define least restrictive environment from the perspective of the law and also classroom related issues. This is a very thought-provoking chapter, especially in light of the current push for mainstreaming, and emphasizes the rights of handicapped students to receive education equivalent to that of the mainstream.

The discussion on related services (Chapter 9) is somewhat restricted as it does not cover the wide range of services which may be offered. An important aspect not addressed is the need for school districts to indicate the duration of related services and estimated termination. This is frequently the least monitored aspect of the provision.

The issues of cost and desegregation are the main focus of the chapter on residential placement (Chapter 10). Important aspects addressed are living and medical costs reimbursement, and the view that residential placement is a last measure, after no appropriate school-based placement could be identified. With states moving toward deinstitutionalization, the options for children needing continual and complete care are likely to be reduced. This is likely to remain a critical issue for some time.

Chapter 12 makes the reader aware of some unique needs of secondary students, who may not have been identified early on, or whose disabilities may have developed after completing elementary school. These issues are particularly important in light of the interest, for example, in individuals with head injuries or health related disorders and future employment potential for them. Again, the lack of congruence between school provisions for vocational education and state placement and rehabilitation services are not addressed, though it would have been useful to have done so.

Cost issues are discussed in Chapter 13. Distinction is made between various agencies responsible for the cost of different services. The issue of cost is further discussed in Chapter 14 as related to due process rights. This chapter also outlines the steps to be followed in due process proceedings, and the "burden of proof" aspect. Chapter 15 briefly describes other issues related to filing complaints and the right to privacy of records.

Cost is again the focus relating to special education malpractice (Chapter 16), brought out in discussions on the award of damages for misdiagnosis and incorrect educational intervention. Chapter 17 elaborates on the responsibilities for payment in case of compensatory education. Courts have been in disagreement regarding the need and/or extent for payment by school districts. Chapter 18 discusses the responsibility for attorney's fees by parties involved in litigation. Some changes have occured since *Smith v Robinson* which are detailed.

Chapter 19 discusses cases where immunity is sought by individuals or agencies. Finally, Chapter 20 speculates on some future issues which may be brought to trial at some future date. While not an exhaustive list, some important points of controversy are mentioned.

From the perspective of legal reference, *Special Education Law* appears to be good addition to the library of any special education professional or advocate. The book is well-written and concise, and deals with major issues. The discussions are interesting and thought-provoking. The points following each chapter provide the stimulus for research and debate, which enhances the utility of the book for classroom use.

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Dr. Catharine R. Whittaker
Editor, *The Forum*
SUNY/The College at New Paltz
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New Paltz, New York 12561

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| **P** | CEC Pioneers Division (CEC-PD) | 20.00 ☐ | |
| **Q** | Division for Culturally and Linguistically Diverse Exceptional Learners (DDEL) | 15.00 ☐ | 5.00 ☐ |
| **R** | Division of International Special Education and Services (DISES) | 10.00 ☐ | 5.00 ☐ |

*Only CEC members qualify for membership in CEC Divisions.*

### Compute Total Dues Here

CEC International and State/Province Dues .... $ ________

Certificate ($2.00) ....... $ ________
(Optional*)

Dues For Divisions You Wish To Join ........... $ ________

**Total Dues Payment** .... $ ________ U.S.

*An attractive Certificate of Membership is available with your name printed exactly as on this application. To order, enter $2.00 above. Allow up to 8 weeks for delivery.

### Indicate Method of Payment

Payment is by: ☐ Check (in U.S. Dollars) ☐ MasterCard ☐ VISA

________________________________________
Card No Bank No. (MasterCard) Expiration Date

________________________________________
Signature Daytime Telephone Number

CEC will complete: Auth # ____________ Ref. # ____________

*Please send this form and your payment to:*

CEC
1920 Association Drive
Reston, VA 22091-1589

Annual membership dues in CEC include $11.00 for subscription to *Exceptional Children* and $7.50 for *TEACHING Exceptional Children*. Annual membership dues in CCBD Division include $6.00 for subscription to *Behavioral Disorders*; annual membership dues in CEC-MR Division include $5.00 for subscription to *Education and Training in Mental Retardation*. This information is given in order to meet postal regulations. Please do not use as a basis for payment.

# ANNOUNCING!!!

## CALL FOR PAPERS

**"Proaction: Special Needs in the Year 2000"**

NEW YORK STATE FEDERATION
CEC CONVENTION

**November 6 and 7, 1992**

**Marriott**
**Wolf Road**
**Albany, New York**

Planning for our 1992 convention in Albany is underway. The two day convention on Friday and Saturday will feature a keynote speaker as well as individual workshop sessions. Share your innovative programs, activities, and current research on topics related to the delivery of service to individuals with exceptionalities. Proposal cover sheet on page 11.

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# the FORUM

*A Publication of The New York State Federation of Chapters of the Council for Exceptional Children*

**VOLUME 17, NO. 4** **WINTER 1992**

## *President's Message*

Dr. Dianne Berkell

### NYS-CEC Is Your Organization

There are currently approximately 3,000 members in NYS-CEC. We are a strong and viable organization, with a clear mission to promote the education and general welfare of exceptional children. Our constitution lists several goals for the New York Federation, including: (a) cooperating with educational and other organizations to assist in the improvement of education for all children and youth, (b) encouraging professional relationships with various related disciplines, (c) encouraging professional growth of New York Federation members through meetings, workshops, and conventions, (d) promoting professional standards, and (e) promoting and supporting legislation essential to the education and welfare of exceptional children. We're meeting these goals, but we mustn't begin to rest on our laurels. It's time to consider how we might yet better serve our membership, especially in these days of budget crunches and reduced supports.

What do you think we should be doing to heighten our effectiveness in meeting the goals delineated in the constitution? What do you need and expect when you pay your annual dues to CEC? Is it important to you to receive *The Forum* and to attend conferences and workshops? Would you like to be personally involved in the New York Federation? Would you like to actively advocate for the improvement of services for students with disabilities?

If you're looking for more active involvement in the Federation, let us know of your interests, and we'll be sure to welcome you into the community of active NYS-CEC participants. There's plenty to do as we strive to improve services for people with disabilities. Join us in our efforts. Become involved. Write to me at the Department of Special Education & Reading, C.W. Post Campus, Long Island University, Brookville, NY 11548.

## Call For Award Nominations

THE NEW YORK STATE COUNCIL FOR EXCEPTIONAL CHILDREN AWARDS COMMITTEE is interested in receiving recommendations for recipients of the following special awards:

NYSCEC SERVICE AWARD—Candidates for the Service Award shall have demonstrated a long term commitment toward furthering the work of NYS-CEC. His/her contributions to the organization shall have been of a distinguishing nature which sets him/her apart from others in the organization.

NYS-CEC FRIEND OF SPECIAL EDUCATION—Candidates for this award shall have proven through their actions a sincere desire to further the advancement of handicapped individuals.

NYS-CEC LEGISLATOR OF THE YEAR — Candidates for this award shall have proven themselves to be advocates of special education. They shall have demonstrated through their legislative record an ongoing interest in and support of concerns of handicapped individuals.

NYS-CEC OUTSTANDING RETIREE — Candidates shall have made an exceptional contribution during his/her career to the field of special education. Candidates shall have retired at the end of the 1986-87 school year.

NYS-CEC OUTSTANDING TEACHEDR — Candidates shall have made an outstanding contribution to his/her children in the classroom.

One award shall be presented in each category. Awards shall be presented at the State Convention in November 1992. Nominations should include the award title for which nomination is being made, candidate's name, address, telephone number, chapter number, qualifications and rationale for his/her nomination. We urge you to make the nominations detailed enough to give a clear description of the candidate and his/her merits. The name, address, telephone number of the person making the nomination should also be included.

Mail all nominations to:
Sharon Cramer
SUNY College at Buffalo
1300 Elmwood Avenue
Ketchum Hall, Room 204E
Buffalo, NY 14222

# *the FORUM*

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## Representative Assembly

The Representative Assembly met in Buffalo, during the NYS convention. The following summarizes actions taken at the meeting.

1. The revised constitution was accepted. Members who wish a copy of the revised constitution may request one directly from Debbie Chicorelli, Executive Secretary.
2. Reports from each of the Federation officers were presented to the assembly.
3. Dr. Richard Lee presented an informative slide show, describing his experiences in Nepal, and services received by individuals with disabilities in that country.

## *Student CEC News*

We are looking for a few good Leaders. Know any? If you are concerned about exceptional people, thrive on challenges, enjoy meeting new people, and are interested in getting more involved in Student CEC, then we have a position for you.

New York State Student CEC is looking for officers for the 1992-1993 term. The five elected positions are:

President
Vice-President
Secretary
Treasurer
Governing Board Represenative

If you have any nominations, talk with your SCEC chapter advisor about being nominated, or nominating someone you know for one of the positions listed above. To be eligible one must be a student member of CEC.

Chapter advisors should send nominations with a brief resume to:

Dr. Judith Bondurant-Utz
New York State Student CEC Advisor
Buffalo State College
Ketchum 110D
1300 Elmwood Avenue
Buffalo, NY 14222

## Manuscript Submission

It is the policy of the editors of *The Forum* to encourage manuscript from the field. Those interested in submitting articles for publication should consider the following:

1. All manuscripts must be typed doubled spaced on 8½ x 11 inch paper.
2. Manuscripts should conform for style of presentation to the *Publication Manual of the American Psychological Association* (third edition).
3. Three copies of the manuscript should be sent to:

   Dr. Catharine R. Whittaker
   Editor, *The Forum*
   SUNY/The College at New Paltz
   112 Old Main Building
   New Paltz, New York 12561

Authors will be notified upon receipt of the manuscript. Manuscripts will be reviewed by field reviewers in terms of appropriateness for the journal, significance of content, writing style, and relevance to readers.

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# Professional News

**2/14-16.** National Association for Multicultural Education. Orlando, FL. (Contact Alfread Mouton at 318/475-5131.

**2/27-29.** Midwest Symposium for Leadership in Behavior Disorders. Kansas City, MO (Call 913/492-2546.

**3/4-7.** Learning Disabilities Association. Atlanta. (Contact Jean Peterson at 412/341-1515).

**3/12-13.** Gifted Education: Learning Centers. Ann Arbor, MI. (Contact Bounchuey Orense at 213/489-7470.

**4/2-3.** Council for Learning Disabilities. Ft. Lauderdale. (Contact Diane Rivera at 407/367-3280.

**4/13-17.** CEC Baltimore. (Contact Meetings Asst. at 703/264-9450).

**5/3-7.** Administration and Supervision of Special Education. Virginia Beach. (Contact Phillip Jones at 703/231-5925).

**5/6-8.** New England Educational Research Association. Portsmouth, NH. (Contact Beverly Farrucci at 603/358-2506)

**5/14-15.** Independent Study for the Gifted Institute. Pittsburgh. (Contact Bounchuey Orense at 213/489-7470.

**7/12-15.** CEC-CASE conference. Atlanta. Contact (202) 328-5900

### Professional Opportunities

The Special Education Program of SUNY New Paltz has received a grant to train special educators (graduate level) with a concentration in migrant education. Tuition payment with a yearly stipend is available. Individuals from migrant backgrounds or with work experience with this population are encouraged to apply. Contact Dr. Catharine Whittaker at (914) 257-2843.

The Exceptional Education Department of S.U.C. at Buffalo has tuition assistance available for full or part time graduate study in early childhood special education. Minority individuals are encouraged to apply. Contact Dr. Judith Bondurant-Utz at (716) 878-5429 or Linda Gleckel at (716) 878-5321.

The Department of Special Education at Hunter College in New York City has received a grant to train evaluators (graduate level) of black students. Tuition-free study is available. Contact Dr. Marsha Smith-Lewis at (212) 772-4701.

**The leisure education folder** which addresses leisure/recreation as part of the curriculum and provides a list of resources is available for $1 per folder ($.50 for additional folders). Mail orders to Center for Recreation and Disability Studies, 730 Airport Road, #204, UNC, Chapel Hill, NC 27514.

### New CEC Division

The Division for Culturally and Linguistically Diverse Exceptional Learners (DDEL) is the newest division of CEC. Those wishing to join should contact the division at CEC Headquarters, 1920 Association Drive, Reston, VA 22091 (703) 620-3660.

The Newsletter of DDEL is seeking information and news items of interest to its members. Send material to Dr. Shernez Garcia, DDEL News, Dept. of Special Education, ECB 306, The University of Texas, Austin, TX 78712. (512) 471-6244.

# *Executive Committee Minutes*

The Executive Committee of the NYS Federation of CEC met in Buffalo during the 1991 convention. The following summarizes action taken by the committee, as well as discussion which took place.

1. The Committee heard reports from members of the Executive Committee. These included all officers, the president and advisor for the NYS Student CEC, 5 regional representatives, the editor of the **Forum,** and the PAN Coordinator.

2. The Committee discussed ways to promote active membership throughout the state. Examples of activities which have had CEC sponsorship are regularly scheduled meetings, with an outside speaker, regularly scheduled discussion meetings, in which members consider a specific topic of local interest, coordination of CEC meetings with another organization, as well as other kinds of fund raising activities. Concerns expressed by Committee members included the following:

- Chapters vary tremendously in terms of involvement of members. Some actively seek to involve as many people as possible, which others rely on more of a "core" group.
- Members are busy!! It is hard to know the best way to meet the concerns of members, through the use of meetings or through some other format. All committee members agreed that scheduling meeting times and locations is often difficult.

  All committee members were interested in finding ways to realistically motivate members — whether through activities at the local level, or becoming involved in issues of state of national concern.

3. The committee discussed, ways to solicit information from members to learn how, when, and where they would be most interested in becoming involved in CEC. Members are encouraged to contact their local regional representatives (see names and phone numbers of regional representatives in this issue of the **Forum)** to share their ideas. During the spring Executive Committee meeting, this issue will be further discussed.

4. Editorship of the **Forum** was discussed, and the qualifications of several candidates were considered.

5. The Committee confirmed that the 1993 state convention will be held in Westchester.

Dr. Sharon Cramer, *Secretary*

# The Forum Editor Search

The Publications Committee of NYS-CEC is seeking individuals to fill the position of editor and managing editor of *The Forum* beginning June, 1992. The qualifications for *The Forum* Editor include:

1. Experience as a special educator.
2. Ability to work with the Executive Committee by attending committee meetings and seeking advice on issues regarding *The Forum*.
3. Access to necessary support personnel and equipment (secretarial assistance and computer).
4. Ability to edit manuscripts and offer constructive feedback to authors.
5. Ability to solicit quality manuscripts.
6. Ability to communicate with the publisher, executive secretary and editorial advisory board.
7. Ability to meet appropriate deadlines and encourage others to do so.
8. Familiarity with the governmental structure of NYS-CEC.

The editor, according to the NYS-CEC Constitution, must fulfill the following responsibilities:

1. Be responsible for all organization, development, professional content, and publication of each issue of *The Forum*.
2. Provide the President *and the Publications, Government and Legislative Committee* with a written report of the status of *The Forum*, relative to the financial cost of publishing the previous issue and the professional content of the next issue *in June and December of each year*.
3. *Recommend* an editorial policy which outlines the internal structure of each issue of *The Forum* and the requirements for the submission of any professional article or information by a member of the New York Federation or professional interested in the education and general welfare of exceptional children.
4. Adopt specific guidelines for the organization and publication of *The Forum*.
5. *Publish The Forum four times during each administrative year, July 1 - June 30, during the Fall, Winter, Spring, and Summer.*
6. *Appoint a person to serve as Managing Editor of The Forum and meet responsibilities as follows:*
   - a. Be responsible for securing all advertising space for each issue of *The Forum*.
   - b. Outline advertising goals and strategies for each issue of *The Forum*, such that the total advertising space secured for each issues exceeds ten percent of the total cost of publication.
   - c. Establish an advertising policy which outlines the requirements for all advertising, including a fee structure. This shall be submitted to the Editor for review and approval.
   - d. Serve as a member of the publication subcommittee.
   - e. In June and December of each year, provide the Editor with a report of the status of *The Forum*, relative to the amount of advertising space sold in the previous issues.

Persons interested in applying for the position of editor should send a letter of intent to the chair of the Publications Committee, Dr. Dianne Berkell. The letter should outline his or her ability to fulfill the qualifications listed. In addition, each applicant must include a professional resume. Applications should be sent to: Dr. Dianne Berkell, President NYS-CEC, 39 Cherry Lane, Syosset, New York 11791.

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